

PAR[©]

PRIMARY ASSESSMENT OF PRE-READING SKILLS

MANUAL OF INSTRUCTIONS

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PAR© PRIMARY ASSESSMENT OF READING

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INTRODUCTION

The Primary Assessment of Reading (PAR©) was designed to be administered individually to kindergarten students. Administration requires less than ten minutes per child, and does not require training other than reading the directions. The scores are standardized by multiplying the raw score by 4. The resulting scores range from 1-100, a range that is easily interpreted by teachers and parents.

A score of 0-12 at the beginning of the kindergarten year indicates that a child is significantly below average. A score of 70 at the end of kindergarten indicates an awareness of the elements of print, usually adequate for success in the first grade.

Skills that are assessed are those that have been replicated in lack of success in learning to read. The skills that are lacking in children who fall behind are phonemic awareness (McGuinness, McGuinness, and Donohue, 1995; Wagner, 1993); decoding skills (Juel, 1988; Gough and Tunner, 1986; Beck and Juel, 1995; and McGuinness, McGuinness, and Donohue, 1995); knowledge of the alphabetic principle (McGuinness, et. al., 1995); and letter and sound recognition.

Skills that are assessed on the PAR© are those delineated in the TEKS (Texas Essential Knowledge and Skills) as needed for beginning readers are *awareness of word boundaries, punctuation, letter reversal, capitalization, sentences, word families, onset and rhyme, word recognition, and punctuation.*

The PAR© is criterion-referenced and gives easily interpreted information about each student. For example, item 4 assesses reversals. Although the psychometric properties of the PAR© have not been investigated extensively, the instrument has been utilized for eight years and has reliably identified the children who were at risk. The instrument has good face validity, as the scores accurately reflect the teacher's informal assessment of the child.

INSTRUCTIONS FOR ADMINISTERING AND RECORDING

The PAR© was designed to be used as a screening instrument to identify students at the beginning of kindergarten who are in need of an intervention in order to learn to read on par with other children in kindergarten. The instrument should be administered to all kindergarten students as early in the year as possible and at the end of the year. The test may also be used with older students who do not appear to have sufficient skills to make average progress in first grade. The test consists of five sheets. The first sheet is the score sheet, which is used to record all of each child's item responses, including letter-name and letter-sound recognition responses (only the first sheet of the test need be copied for each child).

Instructions for Recording Responses:

1. Make copies of page 1 (the answer sheet) for each student.
2. Select a quiet spot at a low table to do the assessments (in the hallway or a different room from the classroom). Sit next to each child.
3. Fill in the top of page 1 for each student (this can be done in advance).
4. Place page #1 on a clip board.
5. Place page #2 in front of the child.
6. Ask the child the questions for items 1-5.
7. Mark a "1" in the yes column on the answer sheet if the response the child gives is correct, and a "1" in the no column if the response is incorrect.
8. Place page #3 in front of the child.
9. Ask the child the questions for items 6-9.
10. Mark "1" in either the yes or no column on the answer sheet for items 6-9.
11. Place page #4 in front of the child.
12. Have the child first supply the **letter names** for the letters found on page #4. At the bottom of the answer sheet are two sets of letters. In the first set of letters, circle each letter named correctly.
13. Count the number of letters circled (named correctly). Give one point on Item 10 of the answer sheet for each **7** correct letter names.
14. Using page #4 again, have the child supply the letter sounds. On the second set of letters at the bottom of the answer sheet, circle the letter/s if the child supplies the correct sound (within reason).
15. Count the number of letters circled in the second set of letters. Give one point for each **3** correct letter sounds.
16. Add up all the scores on the answer sheet and multiply by 4. Fill in that number at the bottom of the answer sheet by the word, "Score". The maximum possible score is 100.
17. Record the score in the appropriate box.

READ THE WORDS IN BLUE TO THE CHILD:

1. Show me a **word** (put a "1" in the yes column if the child points to "dog")

dog

I

II

2. Show me a **sentence** (put "1" in the yes column if child points to "The dog is big.").

dog

The dog is big.

a bat

3. Do you know what these marks are called?

- (put a "1" in the yes column if the child answers **period** or **dot**--yes for either)

? (put a "1" in the yes column if the child answers, "Question mark.")

4. Point to **b** (put a "1" in the yes column if the child selects 2 b's)

d b d d b d b

5. What is wrong with this sentence? (put a "1" in the yes column if the child answers, "no capitol/upper case/big letter" at the beginning of the sentence----any of the three).

the ball is red.

Point out the period at the end of the sentence--"See, there is the period."

6. Here is the word bat. Hat rhymes with bat. Can you think of another word that rhymes with bat and hat?

bat

7. Can you make some words? Teacher says, "mmm-aaa-"). If the child supplies the "t" sound or the "at", mark the yes column with a 1. Only 1 point allowed).

m----at

b----at

8. Can you read some of these words? (yes if child can read 4 words).

a bat cat at bad can

9. Is something wrong with this sentence? (no period at the end of the sentence--may say "dot").

The dog is big

10. Names of letters (1 point for each 7 letters named correctly).

11. Sounds of letters (3 points for each 7 letters named correctly).

**The letter a is repeated to give children confidence--count it each time as a correct response.*

Letters

| | | | | | |
|---|---|---|---|---|---|
| a | b | t | m | d | c |
| j | n | r | p | a | w |
| a | i | o | h | s | v |
| z | k | g | e | y | c |
| u | x | f | a | t | q |

Sounds

| | | | | | |
|---|---|---|---|---|---|
| a | b | t | m | d | c |
| j | n | r | p | a | w |
| a | i | o | h | s | v |
| z | k | g | e | y | c |
| u | x | f | a | t | q |

PAR©

PRIMARY ASSESSMENT OF PRE-READING SKILLS

| | | | | | | | # |
|--|------------|------|---------|-------|-----|----|---|
| LAST NAME | FIRST NAME | DATE | TEACHER | CLASS | YES | NO | |
| 1. Knows a word has a vowel. | | | | | | | |
| 2. Knows a sentence is a group of words. | | | | | | | |
| 3. Recognizes period (dot)and/or question mark. | | | | | | | |
| 4. Knows a sentence is a group of words. | | | | | | | |
| 5. Knows a sentence begins with a capitol. | | | | | | | |
| 6. Can supply rhyming words. | | | | | | | |
| 7. Blends initial sounds with word families. | | | | | | | |
| 8. Recognizes common sight words. | | | | | | | |
| 9. Notices missing period at end of sentence. | | | | | | | |
| 10. Knows __letter names (give 1 point for each 7). | | | | | | | |
| 11. Knows __letter sounds (give 3 point for each 7). | | | | | | | |
| TOTAL POINTS FOR ITEMS ANSWERED CORRECTLY = | | | | | | | |
| 4 X _____ = _____ = SCORE = | | | | | | | |
| TOTAL POINTS | | | | | | | |

Out of possible 100

| | | | | | | | | | | | | | | | | | |
|---------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Letters | a | b | t | m | d | c | j | n | r | p | a | w | a | | | | |
| | i | o | h | s | v | z | k | g | e | a | y | u | x | f | a | l | q |
| Sounds | a | b | t | m | d | c | j | n | r | p | a | w | a | | | | |
| | i | o | h | s | v | z | k | a | e | a | y | u | x | f | a | l | a |

(CIRCLE THE LETTERS/SOUNDS THE CHILD KNOWS)