



Formal Reading Assessment Protocols: Administering the Assessment

- ∞ Use PM Benchmark Kits 1 and 2 for assessment up to Level 30 (Reading age: 11.5 – 12.5 years)
- ∞ Use Probe Informal Reading Inventory beyond Level 30 (Set 15: Reading age: 12 – 13 years)
- ∞ Note on recording sheet if assessment text is seen or unseen

Procedure:


1. Give student the assessment text and tell them the **title**.
2. Allow the student a **'flick' through** the entire text.
3. Tell the student that you are going to ask them to give a **full retell** of the story/article because you are interested to know how well they understand the text.
4. Ask the student to **read the whole text silently**, if able, even though the running record may be only a portion of it.
5. If your student is unable to read silently ask him/her to read the **text aloud**, and record the **running record** at this time.
6. **Record the student's retell** (audio/video) without access to the text initially.
7. You need to have some method of recording what the student has covered in the retell as you go, so that you are aware of any gaps in the retell that may require further questioning.
8. Elicit a **full retell** carefully by prompting, but without disclosing new information.
 - You said ... can you tell me more?
 - Why was that?
 - How do you know?
 - What told you that?
 - Why do you think that?
 - Why?Record your prompts on the assessment sheet.
9. If the student is unable to retell from memory, you may then provide access to the text but note this clearly on the record sheet. Likewise, note if the student refers to the text for important points eg. names, dates, figures etc.
10. Ask the **comprehension questions** on the reverse of the PM Running Record/Retell form. Record student's answers verbatim.
11. Finally, ask the student to **read the text aloud** for the running record. (The student does not have to read the whole text for this exercise.)

**van Asch Deaf Education Centre
Formal Retell Form**

Name:

Date:

Age:

Title: Late for School	Source: P.M. Benchmark	Level: 11 - Blue 3
Teacher Outline	Student Response	
<p>Characters (25 points)</p> <p>Mum /6</p> <p>Dad /6</p> <p>Nick /6</p> <p>Sarah /6</p> <p>Some children at school /1</p>		
<p>Main Events (50 Points)</p> <p>∞ Mum told Nick to wake up as they were all late. Nick couldn't be late because he had to play football. He wondered where his shorts were. /7</p> <p>∞ Sarah couldn't find her socks. Mum had to go to work but their dad was making breakfast. Nick thought they were too late to eat breakfast. /7</p> <p>∞ Dad said eat breakfast and I will take you to school in the car. Sarah and Nick said thanks. /6</p> <p>∞ They went to the garage and got in the car. /6</p> <p>∞ The car's engine was cold. It went rrr... rrr... rrr. /6</p> <p>∞ The engine started brmmm, brmmm. /6</p> <p>∞ They went to school in the car and saw children still playing outside. This meant the bell hadn't gone. /6</p> <p>∞ They were not late for school. /6</p> <p><input type="checkbox"/> Information from student's retell</p> <p><input type="checkbox"/> Additional information from PM Comprehension Questions</p>		
<p>Details – as given by student (25 points – 2 for each detail):</p> 		

Formal Retell Score:

Formal Reading Assessment Protocols: Recording Retell Results

- ∞ Transcribe the student’s retell verbatim in the **Student Response** column of the retell form
- ∞ Include any questions or prompts used to elicit responses and further details in italics

van Asch Deaf Education Centre Formal Retell Form

Name: _____ Date: 08.04.08 Age: 6 years

Title: Late for School	Source: P.M. Benchmark	Level: 11 - Blue 3
Teacher Outline	Student Response	
Characters (25 points) Mum /6 Dad /6 Nick /6 Sarah /6 Some children at school /1		
Main Events (50 Points) ∞ Mum told Nick to wake up as they were all late. Nick couldn’t be late because he had to play football. He wondered where his shorts were. /7 ∞ Sarah couldn’t find her socks. Mum had to go to work but their dad was making breakfast. Nick thought they were too late to eat breakfast. /7 ∞ Dad said eat breakfast and I will take you to school in the car. Sarah and Nick said thanks. /6 ∞ They went to the garage and got in the car. /6 ∞ The car’s engine was cold. It went rrr... rrr... rrr. /6 ∞ The engine started brmmm, brmmm. /6 ∞ They went to school in the car and saw children still playing outside. This meant the bell hadn’t gone. /6 ∞ They were not late for school. /6 <input type="checkbox"/> Information from student’s retell <input checked="" type="checkbox"/> Additional information from PM Comprehension Questions		<i>Now I want you to tell me everything that happened in this story. What happened at the start, in the middle, and at the end?</i> Called ‘Late for School’ and Mum woke up Nick, and he said to Mum, “Where are my shorts?” And Sarah said, “Where are my socks?” And the Mum said, “Go and have your breakfast. Dad made it.” And they went in the kitchen and Dad, they said to Dad, “We can’t have breakfast. We’ll be late for school.” Well, Dad said, “Have breakfast and then I’ll take you to school straight away.” And they ran out to the car, the garage, with Dad, and the car was too cold to start – the engine. And Sally and Nick said, “Come on! Let’s go!” And they went down the road to school and they said, “I can see some people, some children playing football.” And they got out of the car and they wasn’t late after all.
Details – as given by student (25 points – 2 for each detail): 		

Formal Retell Score:

- ∞ Highlight the elements in the main events that the student has included in their retell
- ∞ Record any extra details the student may have given
- ∞ Score the retell on the basis of the highlighted information
- ∞ To make the scores as objective as possible break the main events into key elements: If the student has given:
 - a complete answer, award full marks
 - 1 element of 4, award ¼ of that score
 - 3 elements of 5, award 3/5 etc.
- ∞ Tally scores

Name:

Date: 08.04.08

Age: 6 years


Title: Late for School		Source: P.M. Benchmark	Level: 11 - Blue 3
Teacher Outline		Student Response	
Characters (25 points) Mum Dad Nick Sarah Some children at school		6/6 6/6 6/6 6/6 1/1	25
Main Events (50 Points) ∞ Mum told Nick to wake up as they were all late. Nick couldn't be late because he had to play football. He wondered where his shorts were. ∞ Sarah couldn't find her socks. Mum had to go to work but their dad was making breakfast. Nick thought they were too late to eat breakfast. ∞ Dad said eat breakfast and I will take you to school in the car. Sarah and Nick said thanks. ∞ They went to the garage and got in the car. ∞ The car's engine was cold. It went rrr... rrr... rrr. ∞ The engine started brmmm, brmmm. ∞ They went to school in the car and saw children still playing outside. This meant the bell hadn't gone. ∞ They were not late for school.		6/7 7/7 5/6 6/6 4/6 /6 4/6 6/6	<i>Now I want you to tell me everything that happens in this story. What happens at the start, in the middle, and at the end?</i> Called 'Late for School' and Mum woke up Nick, and he said to Mum, "Where are my shorts?" And Sarah said, "Where are my socks?" And the Mum said, "Go and have your breakfast. Dad made it." And they went in the kitchen and Dad, they said to Dad, "We can't have breakfast. We'll be late for school." Well, Dad said, "Have breakfast and then I'll take you to school straight away." And they ran out to the car, the garage, with Dad, and the car was too cold to start – the engine. And Sally and Nick said, "Come on! Let's go!" And they went down the road to school and they said, "I can see some people, some children playing football." And they got out of the car and they wasn't late after all.
□ Information from student's retell ■ Additional information from PM Comprehension Questions			38
Details – as given by student (25 points – 2 for each detail):			

Formal Retell Score: 63

Formal Reading Assessment Protocols: Running Record and PM Comprehension Questions

- ∞ Complete Running Record using conventional symbols (see: "An Early Observation Survey of Early Literacy Achievement" – 2nd edition, pg 71)
- ∞ Tally the meaning, semantic and visual cues for both errors and self-corrections
(eg. Errors: 3 1 0 Self-Corrections: 2 0 1)
- ∞ Record: % accuracy (97.52%)
 Self-correction rate (1:1.5)
- ∞ Circle: Reading level (Easy, Instructional, Hard)

Level 11



PM
Benchmark

Reading Record

Name: _____ Age: 6 years Date: _____


Text: Late for School Level: 11 R. W: 121

Accuracy: 97.52% S.C. Rate: 1:1.5

Page	Text	E	S.C.	Errors MSV	Self corrections MSV
2	"Wake up, Nick!" said Mum. "We are all very late." "But I can't be late for school today," said Nick. "I have to play football. sc We Where are my shorts?"			1	MSV
4	"Help!" said Sarah. "I can't find my socks." "I have to go to work now," said Mum. "Dad is making your breakfast." sc But we can't have breakfast,"	1	1	MSV	MSV
6	"Come on," said Dad. "Have your breakfast. Then I will take you to school in the car." "Oh thanks, Dad," said Sarah and Nick. "Thanks!" (Thank you. Thanks) - comment.			1	MSV
8	Sarah and Nick had breakfast. Then they ran out to the garage with Dad. sc All they They all got into the car.			2	MSV MSV
10	"Let's go, Dad!" said Nick. Rrrr ... rrrr ... rrrr went the car. "The engine is cold," said Dad.				
Total		3	6	3 1 0	2 0 1

- ∞ PM Comprehension questions: record student's answers verbatim and score accordingly
- ∞ Complete the back of the PM Running Record sheet:
 - { Analysis of reading behaviours
 - { Analysis of retelling
- ∞ Comments could possibly include the following:

- ✚ Reading speed (does the student slow down if necessary to retain meaning?)
- ✚ Pauses?
- ✚ Visual/semantic/meaning cues?
- ✚ Did they refer to the text during their retell?
- ✚ Can they reorganize text to make evaluations/inferences?
- ✚ Does the student re-run text?
- ✚ Self-corrections?
- ✚ Do they use the illustrations as support?
- ✚ Will they attempt unknown/unfamiliar vocabulary?
- ✚ Can they inference, or only respond to the literal?



Level 11: Late for School

Assessment Record

Analysis of retelling (meaning, main ideas, coherence, vocabulary, reference to text)
X's retell showed that she had an excellent grasp of the story. She could relate the plot in sequence and with supporting detail. She could answer all three literal questions, and formulate an acceptable answer for the inferential question.

Questions to check for understanding (tick if understanding acceptable)

1. Why did Nick say "I can't be late for school today."?
 Response: *Because he had to play football.*
2. Where was Mum going?
 Response: *To work.*
3. Who made breakfast for Sarah and Nick?
 Response: *Dad.*
4. How do you think the children usually go to school?
 Response: *Walk, or maybe bus.*

Reading level

Accuracy level: $\frac{121}{124} = 1:40 = 97\%$

Self-correction rate: $\frac{3+6}{9} = 1:1.5$

Reading level (with understanding): Easy / Instructional / Hard

Analysis of reading behaviours (print concepts, meaning cues, structural cues, visual information, self-monitoring, self-correcting, fluency, expression)
X made good use of meaning and structural cues to cross-check vocabulary and to make sense of text. X was not afraid to re-run text, or to slow down when appropriate to maintain meaning. She also self-corrects well.

Recommendations: *X would benefit from pre-reading discussions that include high-interest vocab. that may not be familiar to her.*

Teacher: _____ Date benchmark assessment completed: *08.04.08.*

BOOK REVIEWS

The Chronicles of Narnia

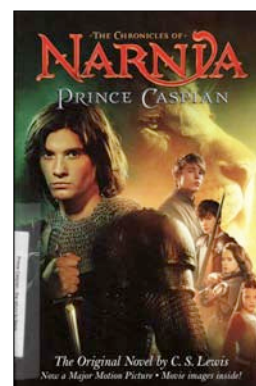
Prince Caspian

Make the most of the interest that is being generated by the newly released Prince Caspian movie and hook your students into the Narnia Chronicles.

Prince Caspian is the fourth book in the Chronicles of Narnia Series. Troubled times have come to Narnia as it is gripped by civil war. Prince Caspian is forced to blow The Great Horn of Narnia, summoning the help of past heroes, Peter, Susan, Edmund and Lucy. One year has passed in our world but hundreds of years have passed in Narnia. The rightful king, Prince Caspian is fighting a war against his uncle King Miraz who wants to destroy the country of Aslan – the talking beasts and trees, dwarfs and fauns.

Wikipedi has excellent summaries of the book and movie.

http://en.wikipedia.org/wiki/The_Chronicles_of_Narnia:_Prince_Caspian



VADEC library has the following copies of the Prince Caspian books:

Prince Caspian: The Movie Storybook

A. Adamson, M. Andrew, L. Jacobs

Prince Caspian: The Return to Narnia

C.S. Lewis

Narnia: The Rescue of Prince Caspian

C.S. Lewis

Caspian's Army

S. Chesterfield, C.S. Lewis

Picture Book



Lucy's Journey

J. Frantz, C.S. Lewis

I Can Read Book 2

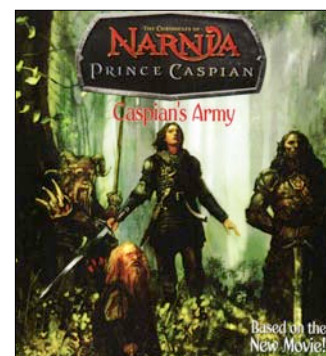
Narnia Chronology: From the Archives of the Last King

C.S. Lewis

Prince Caspian: This is Narnia

J. Frantz, C.S. Lewis

I Can Read Book 2

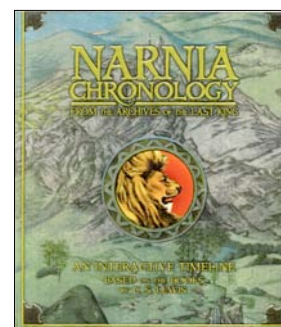


The Chronicles of Narnia: Prince Caspian Movie

The captioned version opens in Wellington at Reading Courtenay Central on 27th July. However the captioned version opens slightly later in Auckland and Christchurch on July 31. It will be shown at selected cinemas only.

Check the captions movies website for further details:

<http://www.captionmovies.co.nz>



NEW INSTRUCTIONAL READING RESOURCES

Fast Forward

Fast Forward is a high-interest, low reading level, intervention program aimed at 9 to 14 year old students who need a high level of support to improve their literacy. Fast Forward provides these students with high interest books at their appropriate reading level. Titles range from level 6 (yellow 1) to level 25 (emerald1– 9.0 -9.5 years)

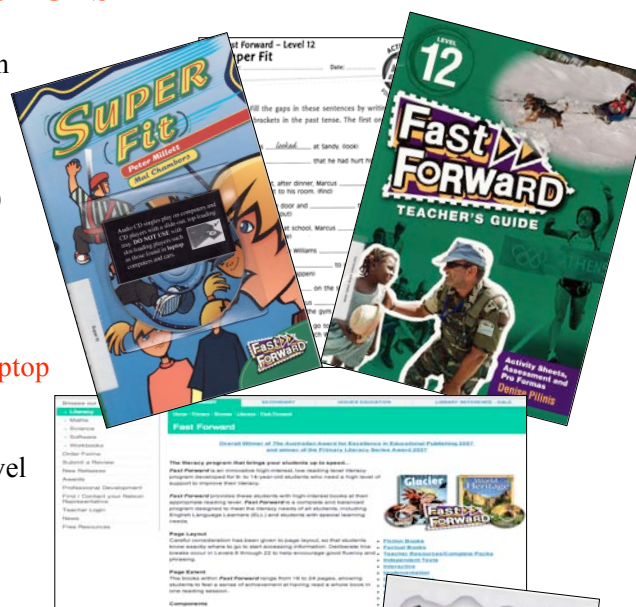
Each level contains:

- ∞ Six factual and four fiction books each with a small audio CD attached to the front cover.

Please note: **do not** put the small audio CD into your laptop drive if it **doesn't have a tray drive**. The result will be that it gets **stuck** in your slot drive!

- ∞ A teacher's guide and teacher's CD Rom with every level pack.

www.nelsonprimary.com.au/fastforward



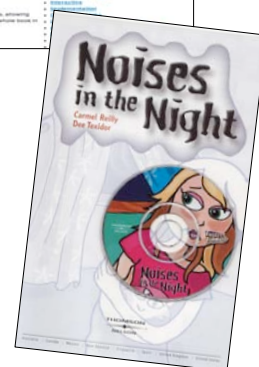
Deaf Characters in Instructional Readers

Noises in the Night

Fast Forward Series (high interest low readability readers)

Yellow 1 - Level 6

The story is about Carla who has a friend to stay the night. The girls watch television and captions are shown on the screen illustration. She does not hear her friend try to wake her in the night as she has her green hearing aid on her bedside cabinet. The noise turns out to be just one of Carla's cats! There is only an incidental reference to her hearing aids in the story when she can't hear her friend call her.

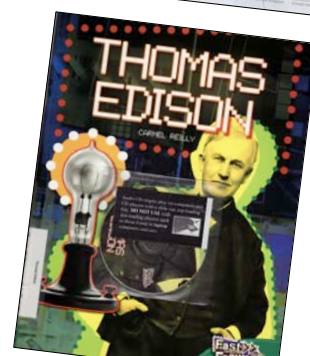


Thomas Edison

Fast Forward Series

Green - Level 12

Thomas Edison was a great inventor. Many of his inventions and ideas helped to change the world. Thomas became deaf when he was a child. His deafness is just incidental to the storyline and mentioned in passing.



Teachers' Texts

An Observational Survey Of Early Literacy Achievement

Marie M. Clay

Second Edition 2002

The appendix provides new New Zealand norms, completed in 2000 for the observational survey. In addition the appendices on pages 156 and 157 provide very useful information and mean scores of students 5.00 – 5.50 years, 5.51 -6.00 years, 6.01 – 6.50 years and 6.51 – 7.00 years across the six subtests.

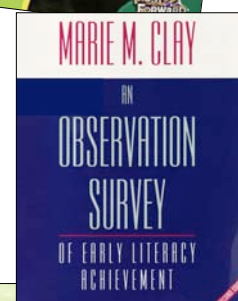
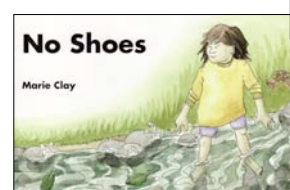
There are now *four* alternative test booklets for **Concepts About Print** assessment:

Sand (1972)

Stones (1979)

Follow Me, Moon (2000)

No Shoes (2000)



WEBSITES

SparkleBox

<http://www.sparklebox.co.uk/http://www.sparklebox.co.uk/>

Check out this wonderful site to save yourself hours in preparation and with the click of the mouse print out colourful resources to use with your students. There is a huge section on literacy.



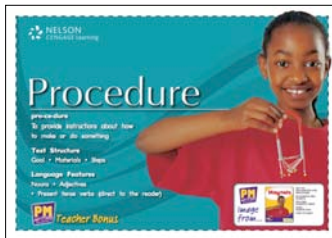
PM Writing

<http://primary.cengage.com.au/category/1822>

Free- Text type fact mini posters

Click on **FREE teacher bonus** to go to the fact posters.

The text type mini posters that are available to print out include a recount, procedure, description (the student featured in the poster is wearing a behind the ear hearing aid), exposition, information report, explanation, narrative and discussion.



NEW RESOURCES COMING SOON

Sight Word

Pink, red, yellow, blue and green sight word cards. These colour-coded cards correspond with the high frequency sight words occurring at each of initial reading levels. One version has the signs and finger spelling on the reverse side of each sight word and the other version just has the sight word.

Catalogue No. 293a with signs/fingerspelling
 Catalogue No. 293b
 Price \$20.00



Contractions Cards

This resource has 45 pairs of cards. Each pair consists of a contraction and the two words that it was derived from. These cards are designed for flexible use. With a year one student only one pair of contraction cards would be used at a time. With older students more cards can be used and games can be played with them such as memory, fish, snap etc.

See also the VADEC Contractions Poster – Catalogue No. 196
 Catalogue No. 292
 Price \$10.00

