

Pihana Na Mamo Retreat

June 26-27, 2002

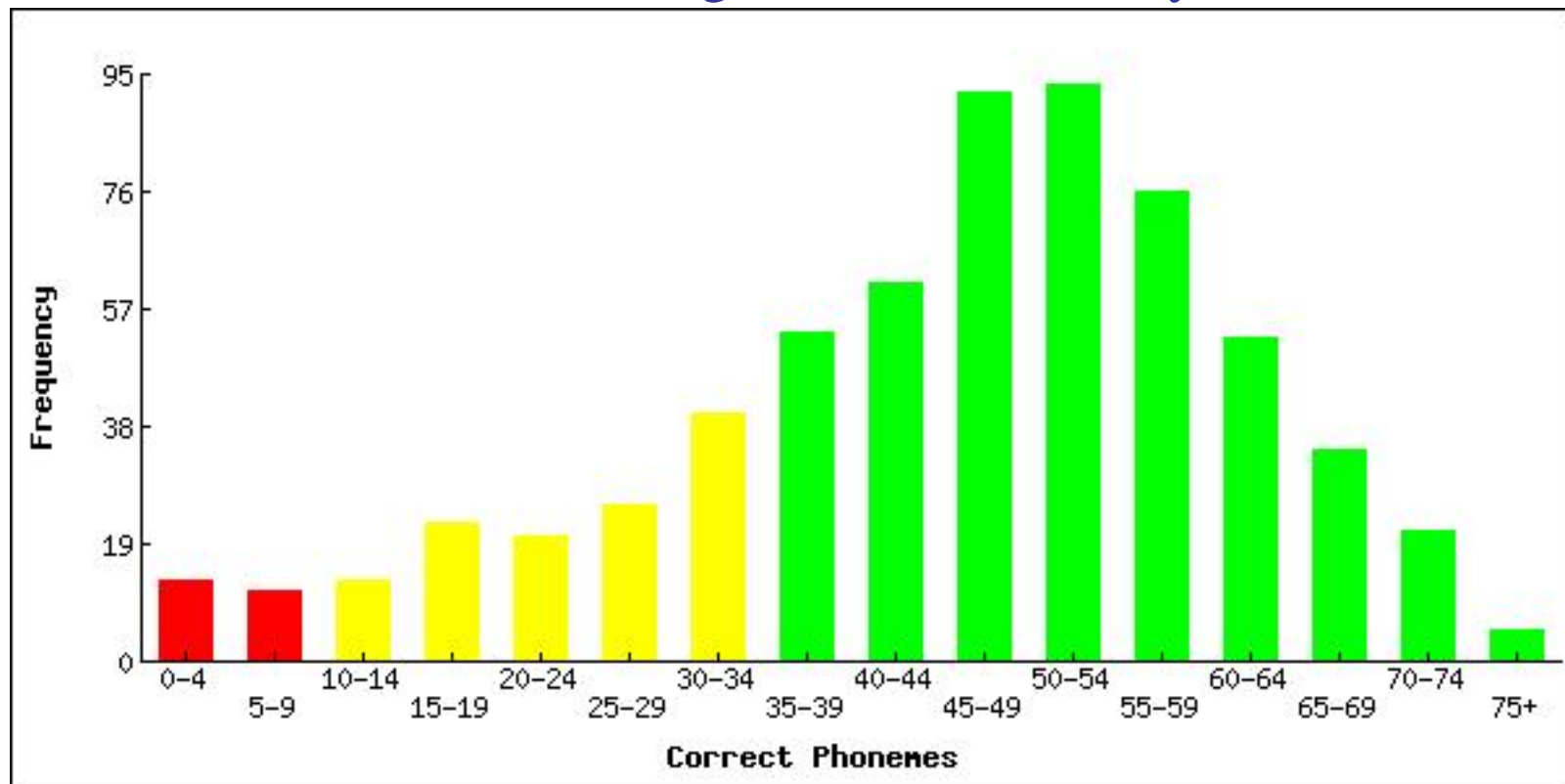


Institute for the Development of
Educational Achievement



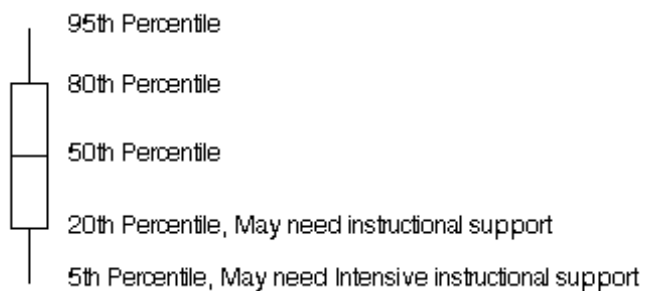
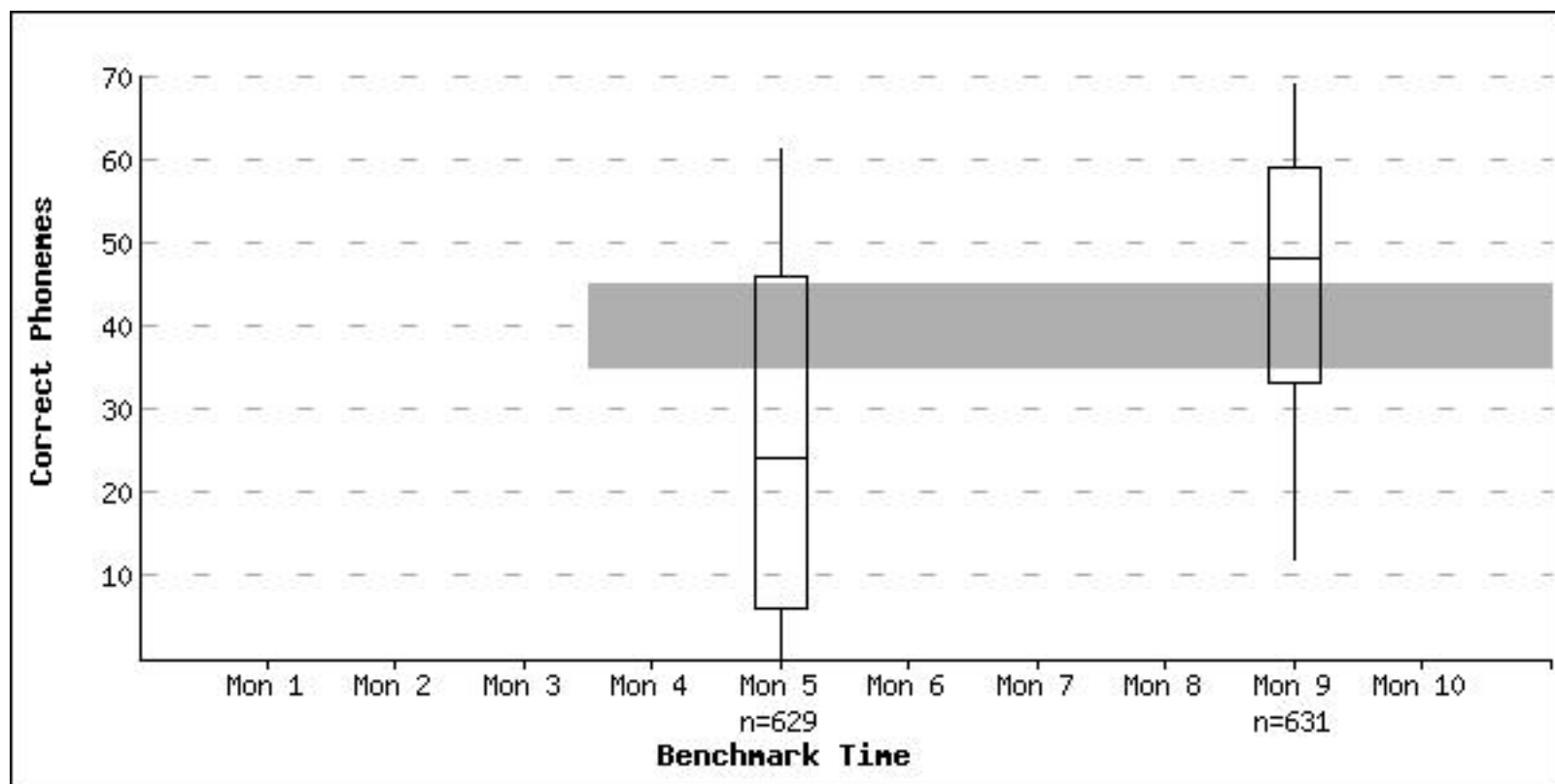
**Big Ideas in
Beginning Reading**

Kindergarten - Spring 2002 Phoneme Segmentation Fluency



- 77% (n=487) Established phonological awareness
- 19% (n=120) Emerging phonological awareness
- 4% (n=24) Deficit in phonological awareness

Kindergarten 2001-2002 Phoneme Segmentation Fluency



Sample PSF Probe

Benchmark 2 Phoneme Segmentation Fluency

| | | | | |
|--------|------------------|-------|------------------|---------|
| trick | /t/ /r/ /i/ /k/ | cat | /k/ /a/ /t/ | _____/7 |
| that | /TH/ /a/ /t/ | pick | /p/ /i/ /k/ | _____/6 |
| mine | /m/ /ie/ /n/ | noise | /n/ /oi/ /z/ | _____/6 |
| coat | /k/ /oa/ /t/ | spin | /s/ /p/ /i/ /n/ | _____/7 |
| meet | /m/ /ea/ /t/ | ran | /r/ /a/ /n/ | _____/6 |
| wild | /w/ /ie/ /l/ /d/ | dawn | /d/ /o/ /n/ | _____/7 |
| woke | /w/ /oa/ /k/ | sign | /s/ /ie/ /n/ | _____/6 |
| fat | /f/ /a/ /t/ | wait | /w/ /ai/ /t/ | _____/6 |
| side | /s/ /ie/ /d/ | yell | /y/ /e/ /l/ | _____/6 |
| jet | /j/ /e/ /t/ | of | /o/ /v/ | _____/5 |
| land | /l/ /a/ /n/ /d/ | wheel | /w/ /ea/ /l/ | _____/7 |
| beach | /b/ /ea/ /ch/ | globe | /g/ /l/ /oa/ /b/ | _____/7 |
| TOTAL: | | | | _____ |

Setting the Scene:

- Place the segmentation word list in front of you so that the student cannot see what you record.

Directions to Student:

- Say these specific directions to the student:

"I am going to say a word. After I say it, you tell me all the sounds in the word. So, if I say 'Sam', You would say /s/ /a/ /m/. Lets try one." (one second pause) *"Tell me the sounds in 'mop'."*

Correct Response: If student says, /m/ /o/ /p/, you say: *Very good.*

Incorrect Response: If student gives any other response, you say: *The sounds in "mop" are /m/ /o/ /p/. Your turn. Tell me the sounds in "mop".*

"OK. Here is your first word."

Beginning Administration:

- Give the student the first word and start your stopwatch. If the student does not say a sound segment after **3 seconds**, give him or her the second word and score the first word as zero segments produced.

Score as You Go:

- As the student says the sounds, mark the student reponse in the scoring column. Underline each **different, correct, part** of the word (See [Scoring Directions](#) for rules and examples). Put a slash (/) through sounds produced incorrectly.

Sample PSF Probe (continued)

Benchmark 2 Phoneme Segmentation Fluency

| | | | | |
|--------|-----------------|-------|------------------|---------|
| trick | /t/ /r/ /i/ /k/ | cat | /k/ /a/ /t/ | _____/7 |
| that | /TH/ /a/ /t/ | pick | /p/ /i/ /k/ | _____/6 |
| mine | /m/ /i/ /n/ | noise | /n/ /oi/ /z/ | _____/6 |
| coat | /k/ /oa/ /t/ | spin | /s/ /p/ /i/ /n/ | _____/7 |
| meet | /m/ /ea/ /t/ | ran | /r/ /a/ /n/ | _____/6 |
| wild | /w/ /i/ /l/ /d/ | dawn | /d/ /o/ /n/ | _____/7 |
| woke | /w/ /oa/ /k/ | sign | /s/ /i/ /n/ | _____/6 |
| fat | /f/ /a/ /t/ | wait | /w/ /ai/ /t/ | _____/6 |
| side | /s/ /i/ /d/ | yell | /y/ /e/ /l/ | _____/6 |
| jet | /j/ /e/ /t/ | of | /o/ /v/ | _____/5 |
| land | /l/ /a/ /n/ /d/ | wheel | /w/ /ea/ /l/ | _____/7 |
| beach | /b/ /ea/ /ch/ | globe | /g/ /l/ /oa/ /b/ | _____/7 |
| TOTAL: | | | | _____ |

Presenting the Next Word:

5. **As soon as** the student is finished saying the sounds, present the next word promptly and clearly.

Time Per Sound:

6. The maximum time for each sound segment is **3 seconds**. If the student does not provide the next sound segment within **3 seconds**, give the student the next word. If student provides initial sound only, **wait 3 seconds for elaboration** before presenting the next word.

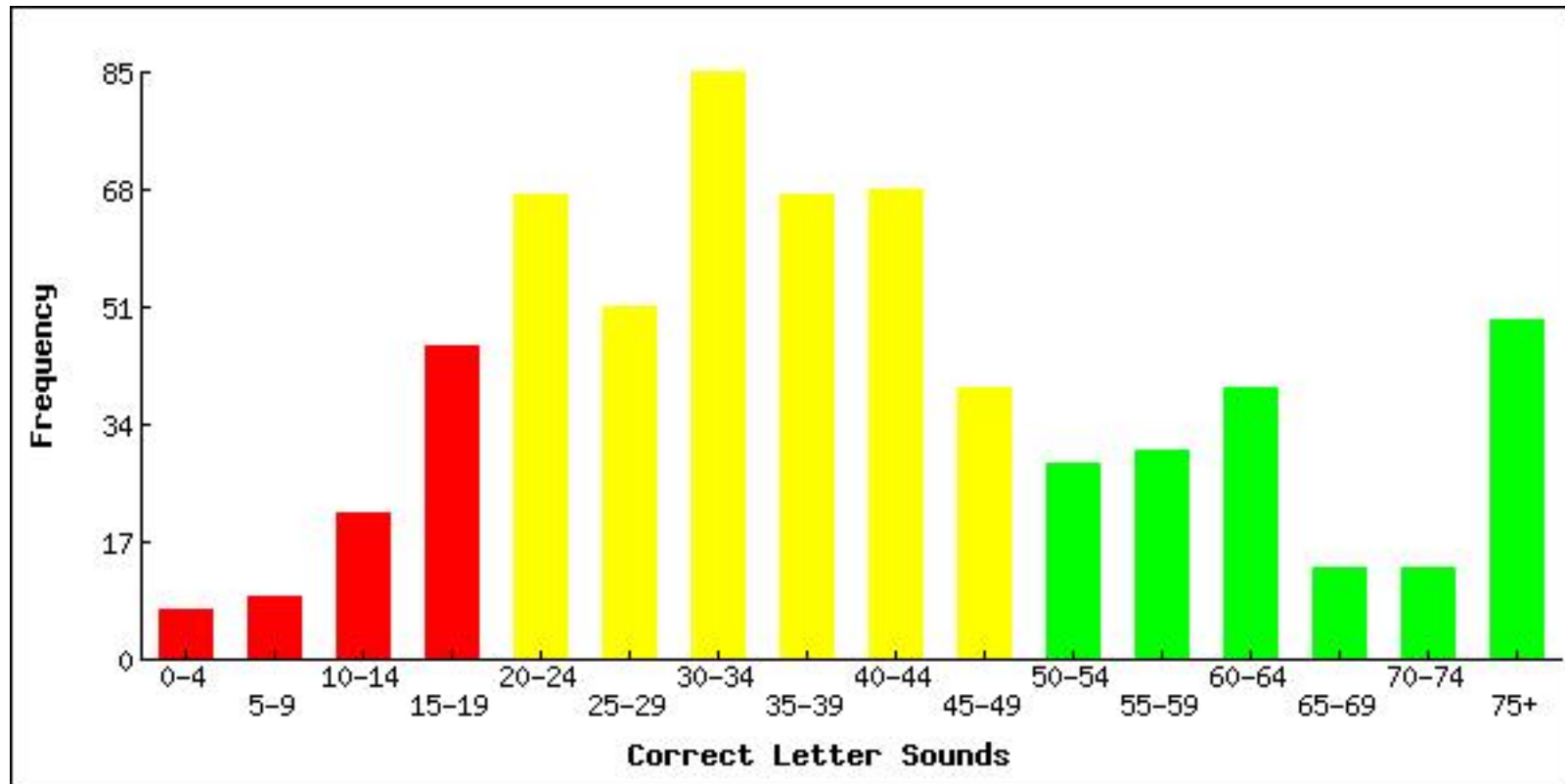
Ending Administration:

7. At the end of **1 minute**, place a bracket (]) after the sound produced, stop presenting words and do not score further responses.

8. Add the number of sound segments produced correctly. Record the total number of sound segments produced correctly according to scoring rules on the bottom of the scoring sheet. (See [Scoring Directions](#)).

9. **Discontinue Rule:** If a student has not given any sound segments correctly in the first **5 words**, discontinue the task and put a score of zero (0).

Kindergarten - Spring 2002 Nonsense Word Fluency



- 27% (n=172) Established alphabetic principle
- 60% (n=377) Emerging alphabetic principle
- 13% (n=82) Deficit in alphabetic principle

Sample NWF Probe

| Probe 1 | Student Copy | | | | |
|---------|--------------|-----|-----|-----|--|
| tob | dos | et | tuf | kej | |
| mun | ik | saf | naf | mid | |
| jag | vof | biv | sel | yic | |
| liv | hef | zis | jom | vaj | |
| raj | ak | kuj | rit | hik | |
| buj | vog | kap | daf | doz | |
| sig | zog | meb | kag | lin | |
| mup | tik | zok | eg | fub | |
| hoc | wik | fup | reg | yem | |
| toj | mam | en | zez | hij | |
| zuz | fez | dut | nas | wus | |
| nos | yez | neg | ek | jal | |
| ak | vib | ic | tak | hul | |
| kan | hez | piv | az | vuv | |
| tej | wiv | pik | fif | koj | |
| lef | fem | fot | zim | ad | |

Setting the Scene:

1. Place practice items in front of student (e.g., the "sim" and "lut" page).
2. Place examiner probe on clipboard so that student cannot see what you record.

Directions to Student:

3. Say these specific directions to the student:

"Look at this word.(point to the first word on the practice probe) **It's a make-believe word. Watch me read the word: /s/ /i/ /m/ "sim"** (point to each letter and say sound and then run your finger fast beneath the whole word as you read the word). **I can say the sounds of the letters, /s/ /i/ /m/** (point to each letter), **or I can read the whole word "sim"** (run your finger fast beneath the whole word)."

"Your turn to read a make-believe word. Read this word the best you can (point to the word "lut"). **Make sure you say any sounds you know."**

Correct Response:

If the child responds with "lut" or with all of the sounds, say: **That's right. The sounds are /l/ /u/ /t/ or "lut".**

Incorrect or No Response:

If the child does not respond within 3 seconds, or responds incorrectly, say: **Remember, you can say the sounds or you can say the whole word. Watch me: the sounds are /l/ /u/ /t/** (point to each letter) **or "lut"** (run your finger fast through the whole word) **Lets try again. Read this word the best you can** (point to the word "lut").

Beginning Administration:

4. Place the student copy of the probe in front of the child.

"Here are some more make-believe words (point to the student probe) **Start here** (point to the first word) **and go across the page** (point across the page). **When I say "begin", read the words the best you can. Point to each letter and tell me the sound or read the whole word. Read the** 7 **words as best you can. Put your finger on the first word. Ready, begin."**

Sample NWF Probe (continued)

Probe 1 - Examiner Copy

| | | | | | |
|-----------------|-----|----------------|-----|-----------------|--------|
| t ob | dos | et | tuf | kej | 13/14 |
| mun | ik | a f | naf | mid | 13/14 |
| m g | vof | biv | sel | r ic | 11/15 |
| liv | hef | i s | jom | vaj | 8/15 |
| raj | ak | kuj | rit | hik | ___/14 |
| buj | vog | fap | daf | doz | ___/15 |
| sig | zog | meb | kag | lin | ___/15 |
| mup | tik | zok | eg | fub | ___/14 |
| hoc | wik | fup | rez | yem | ___/15 |
| toj | mam | en | zez | hij | ___/14 |
| zuz | fez | dut | nas | wus | ___/15 |
| nos | yez | neg | ek | jal | ___/14 |
| ak | vib | ic | tak | hul | ___/13 |
| kan | hez | piv | az | vuv | ___/14 |
| tej | wiv | pik | fif | koj | ___/15 |
| lef | fem | fot | zim | ad | ___/14 |
| TOTAL: | | | | | 45/230 |

Begin Timing:

5. When student says first sound or word.

Score as You Go:

6. Underline the sounds or words the student accurately reads on the examiner probe. Put a slash (/) through incorrectly read letter sounds (see [Scoring Rules](#))

Time Per Sound or Word:

7. 3 Second Rule - Sound by Sound: If the student is providing individual letter sounds and hesitates for 3 seconds on a letter sound, score the letter sound as incorrect, provide the correct letter sound, point to the next letter, and say "*What sound?*" This prompt may be repeated. For example, if the stimulus word is "tob" and the student says/t/ (3 seconds), prompt by saying, "/o/ (point to b) *What sound?*"

8. 3 Second Rule - Word by Word: If the student is reading words and hesitates for 3 seconds on a word, score the word as incorrect, provide the correct word, point to the next word, and say, "*What word?*" This prompt can be repeated. For example, if the stimulus words are "tob dos et" and the student says "tob" (3 seconds), prompt by saying, "*dos* (point to et) *What word?*"

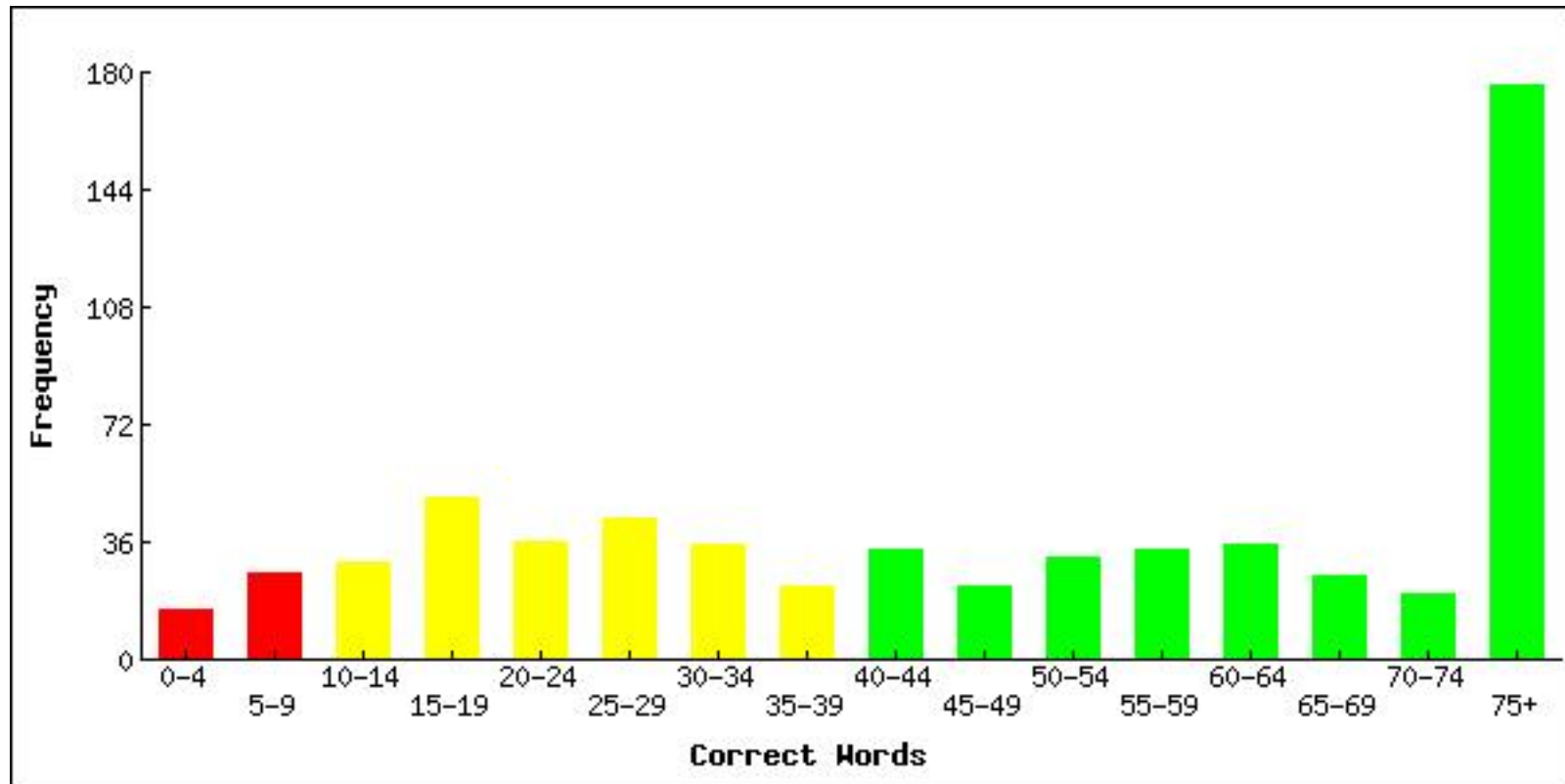
Ending Administration:

9. At the end of **1 minute**, place a bracket (]) after the last letter sound provided by the student and say, "*Stop.*"

10. Count up the number of letter-sounds provided correctly (see [Scoring Rules](#)) for the total score.

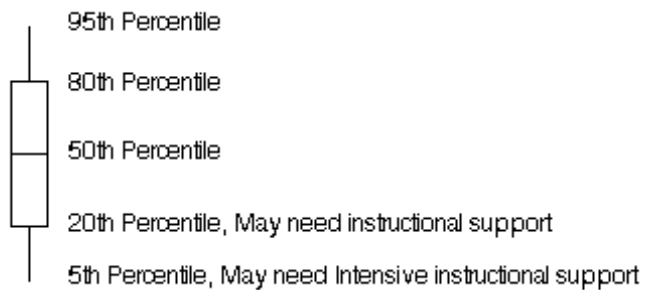
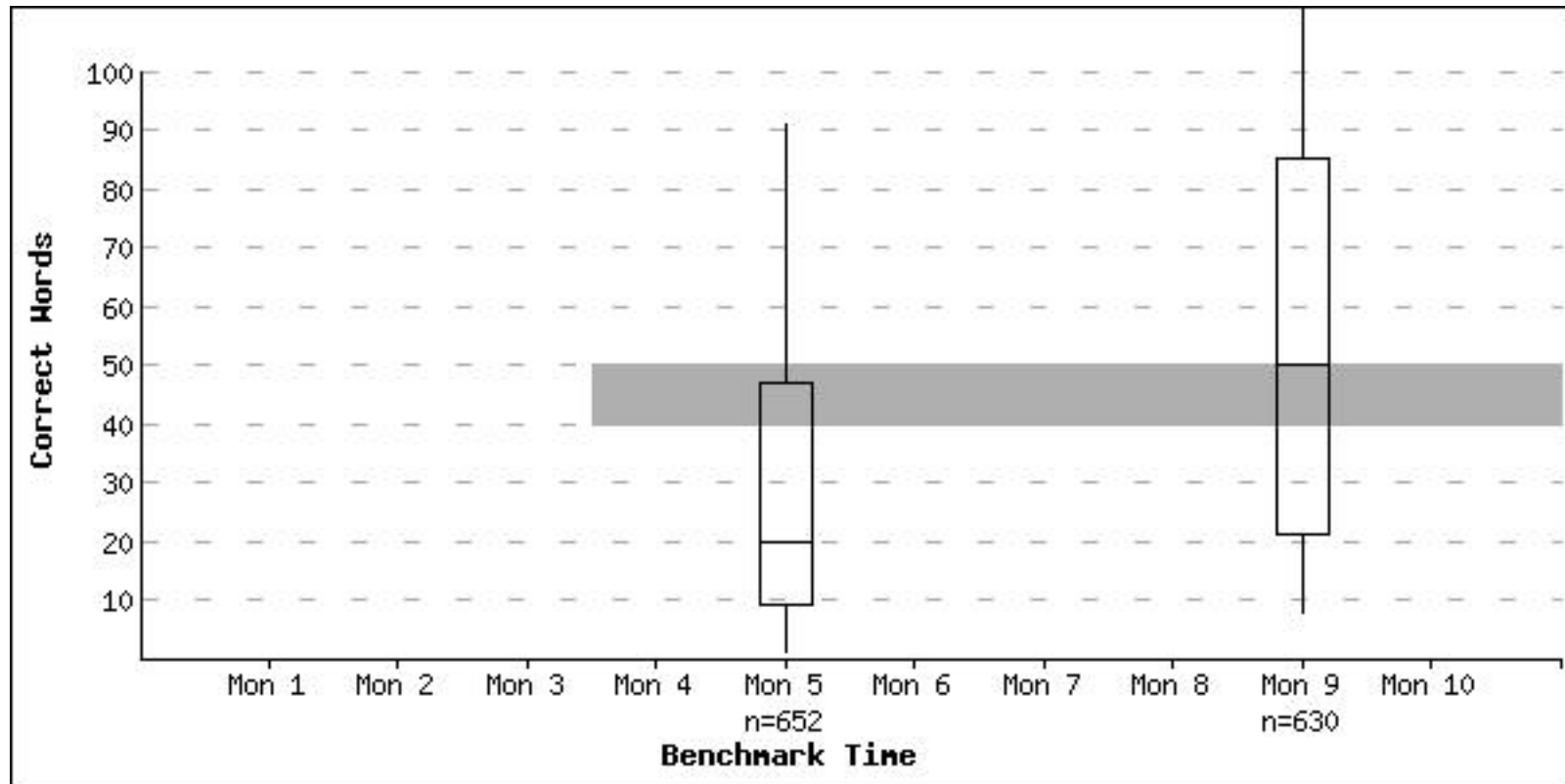
11. **Discontinue Rule:** If the student does not get any sounds correct in the **first row**, discontinue the task and record a score of zero (0).

First Grade - Spring 2002 Oral Reading Fluency

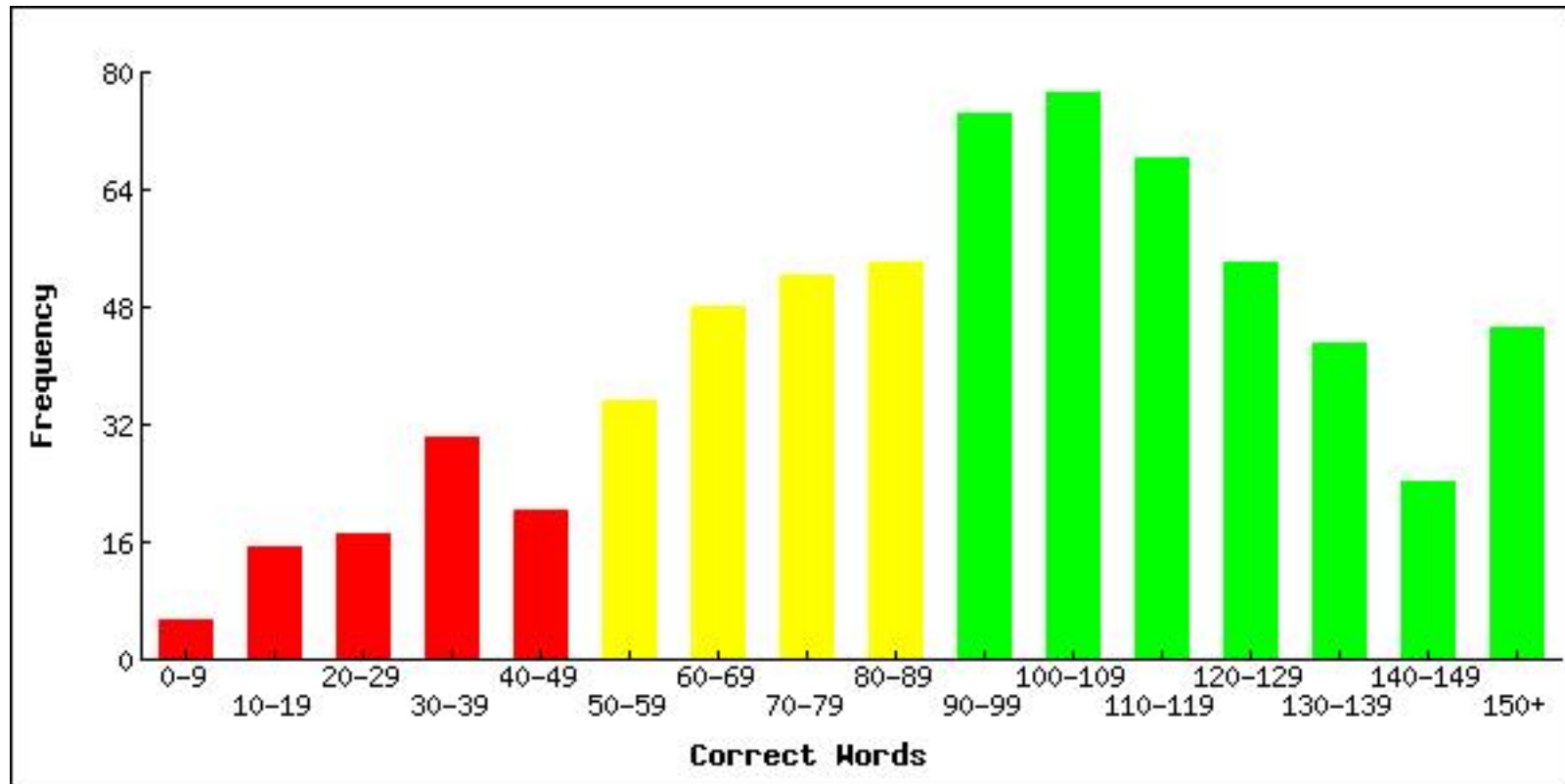


- 60% (n=375) Established Readers
- 34% (n=214) Emerging Readers
- 7% (n=41) Non-Readers

First Grade 2001-2002 Oral Reading Fluency



Second Grade - Spring 2002 Oral Reading Fluency



- 58% (n=385) Skilled, Fluent Readers
- 29% (n=189) Intermediate Readers
- 13% (n=87) Low-Fluency Readers

Fall:

Emerging: 30 wcpm
Established: 50 wcpm

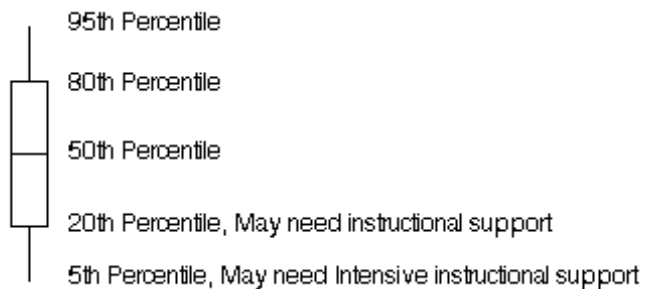
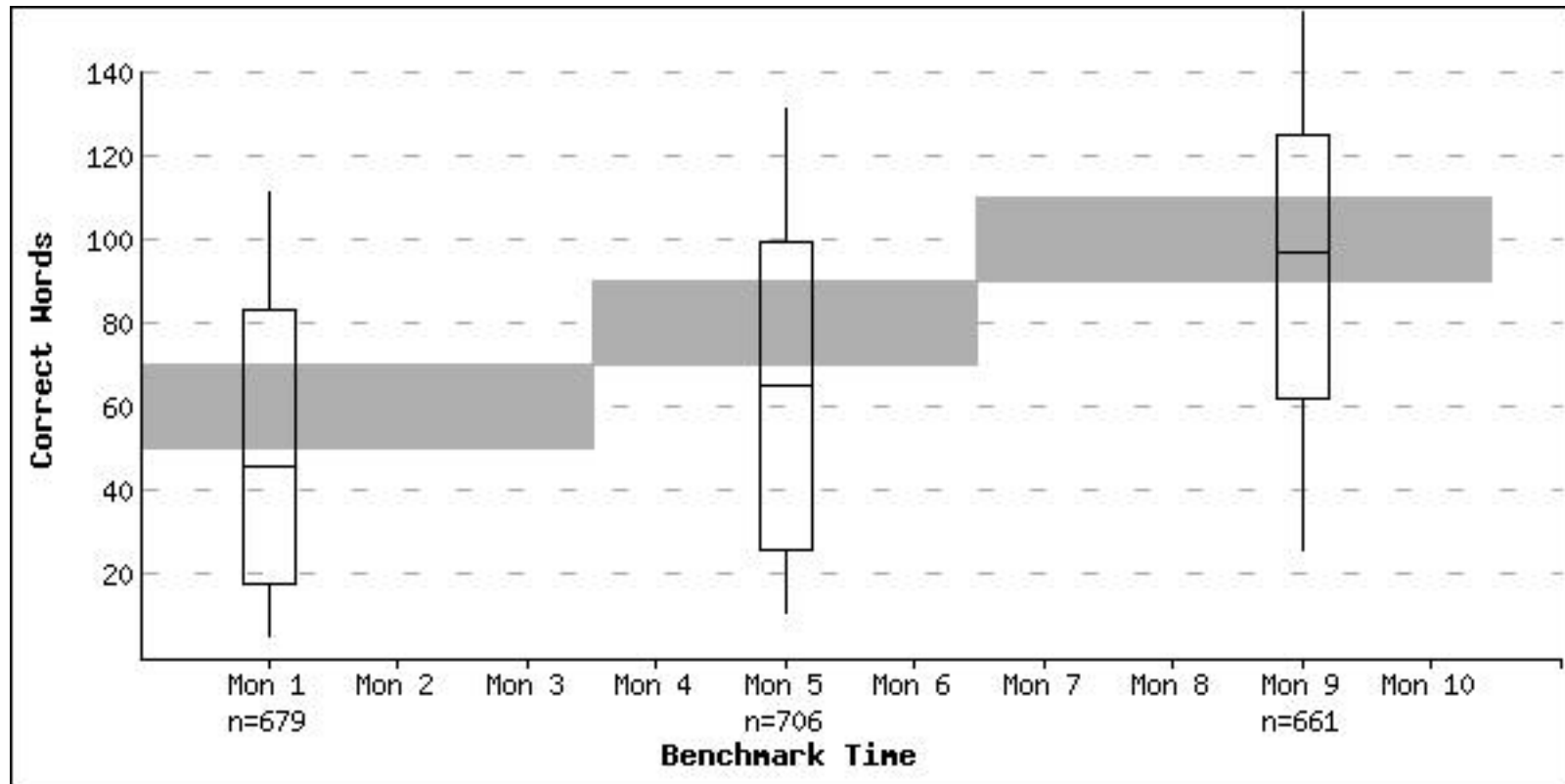
Winter:

Emerging: 40 wcpm
Established: 70 wcpm

Spring:

Emerging: 50 wcpm
Established: 90 wcpm ¹¹

Second Grade 2001-2002 Oral Reading Fluency



Fall:

Emerging: 30 wcpm
Established: 50 wcpm

Winter:

Emerging: 40 wcpm
Established: 70 wcpm

Spring:

Emerging: 50 wcpm
Established: 90 wcpm ¹²