

**PAR<sup>©</sup>**

**PRIMARY ASSESSMENT OF PRE-READING SKILLS**

**MANUAL OF INSTRUCTIONS**

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# PAR©

## PRIMARY ASSESSMENT OF READING

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### Manual of Instructions

#### 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 score 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 first grade.

Skills that are assessed are those that have been implicated 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 Tunmer, 1986; Beck & Juel, 1995; and McGuinness, McGuinness, & 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-- 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 been extremely reliable for identifying children at risk. The instrument has good face validity, as the scores almost always reflect the teacher's informal assessment of the child.

## INSTRUCTIONS FOR ADMINISTERING AND RECORDING

The PAR© was designed to be used as a screen to identify students in need of intervention in kindergarten and should be administered to all kindergarten students early in the year 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 four sheets. The first sheet is the score sheet, which is used to record all item responses, including letter name and letter sound recognition responses. Only the first sheet need be copied.

### 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. Sit near the 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 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 child first supply letter names. Circle each correct letter named correctly at the bottom of the answer sheet.
13. Have child first supply letter sounds. Circle each correct letter sound on the second set of letters at the bottom of the answer sheet.
14. Give one point on Item 10 for each 7 correct letter names.
15. Give one point on Item 11 for each three correct sounds.
16. Add up scores and multiply by 4. The maximum possible score is 100.
17. Record score in the appropriate box.

# PAR©

## PRIMARY ASSESSMENT OF PRE-READING SKILLS

Last Name	First Name	Number	Group

	<b>no</b>	<b>yes</b>
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 b from d.		
5. Knows that a sentence begins with a capital.		
6. Can supply rhyming words (1point).		
7. Blends initial sounds with word families (1 point).		
8. Recognizes common sight words (3 yes, 1 point).		
9. Notices missing period at end of sentence.		
10. Knows_ letter names ( give 1 point for each 7).		
11. Knows_ letter sounds (give 3 points for each 7).		
Total points for items answered correctly =	<input style="width: 80px; height: 20px;" type="text"/>	
<b>4 X</b> <input style="width: 100px; height: 20px;" type="text"/> = <input style="width: 100px; height: 20px;" type="text"/> = <b>SCORE</b> =	<input style="width: 150px; height: 40px;" type="text"/>	
	Out of possible 100	

### Student Knows:

<b>Letters</b> 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
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<b>Sounds</b> 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
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1. Show me a word.

**dog**

**i**

**ll**

**bbbbbb**

2. Show me a sentence.

**dog**

**The dog is big.**

**a bat**

3. Do you know what these marks are called?... (period or dot-yes for either).

**. ?**

4. Point to b (select 2).

**d b d d b d b**

5. What is wrong with this sentence? (..no capitol [upper case, big letter] at the beginning).

**the ball is red.**

6. Here is the word bat. Hat rhymes with bat. Can you think of another word that rhymes with bat and hat? (child can supply 1 other rhyming word).

**bat**

7. Can you make some words? (child can make 1 other word).

**m-----at**

**b-----at**

8. Can you read some of the "a" words? "b" words? "c" words? (yes if child can read 4 words).

**a**

**bat**

**cat**

**at**

**bad**

**can**

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

**The dog is big**

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