

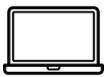
Primary Assessment of Reading Screener (PARS) Teacher Guide Simplified Grade 1

Updated: June 2020

The assessment is intended to be offered to students in the Fall to help teachers screen, identify and monitor a learner's needs for the purposes of guiding instructional decisions around critical reading skills.

Student responses can be recorded on:

Laptop / iPad



OR

Pen & Paper



General Administration Guidelines

Record all attempts made by the student, and relevant behaviours.

Keep these points in mind for **most** subtests to ensure this assessment is completed in a timely fashion:

- To ensure fluency, a student should be able to respond within 3 seconds. If the student takes longer, mark the item as incorrect and prompt for the next item.
- If the student gets the first three items incorrect, stop administration and move on to the next task.

Look for this icon on most subtests to reflect the “3 Seconds / 3 Questions” guideline:



Recording Student Responses

Try recording as much information about student behaviours during the screener.

Commonly “ ” are used to identify letter names whereas // are used to represent a sound.

Eg: “c” may be /k/ or /s/

When asked the first sound of a word like “fish,” many students say the letter name. Try prompting:
“You knew the letter name! Can you tell me the sound you heard?”

1a. Initial Sound (Phoneme)



- Instruction: In “Sun,” /s/ is the first/beginning sound.
- Practice: **What is the first sound in “Cup?” /k/ is the first/beginning sound.**
- Prompt: I am going to say a word. Tell me the beginning/ first sound in the word _____.

fit pal dog nib ham

1b. Final Sound (Phoneme)



- Instruction: In “Sun,” /n/ is the last/end sound.
- Practice: **What is the last sound in “Cup?” /p/ is the last/end sound.**
- Prompt: I am going to say a word. What is the last/end sound of the word?

fit pal dog nib ham

2. Phoneme Blending



- Instruction: I am going to say the sounds in a word. Put the sounds together and tell me the word?
- Practice: /s/ /i/ /t/ What is the word?
- Prompt: /___/ /___/ /___/. What is the word?

g-o m-a-n b-ea-ch t-r-i-p s-t-o-p

3. Phoneme Segmentation



- Instruction: I’m going to say a word. Tell me the sounds that you hear.
- Practice: **What sounds do you hear in the word “cat?”**
- Prompt: **What sounds do you hear in the word _____?**

man nut top frog slip

4. Letter Knowledge

Choose which letter order you wish to administer. This document offers a random letter order (pages 5-6). The Jolly Phonics letter order is an optional way to offer the letters and a printable version is available on the Learning Portal.

To ensure fluency of this task, if a student takes longer than three seconds, mark the item as incorrect and prompt the next item.

Correct response for vowels are short sounds. If the long vowel sound is given, say to the student:

“What is another sound this letter makes?”

4a. What letter is this?

(Try lowercase and uppercase)

4b. What sound does this letter make?

(Try lowercase first)

4c. Letter Knowledge (Optional - Classwide / small group)

- Try printing the letter _____.

5. Digraphs

The digraphs can be found on the bottom of page 5.

- Instructions: **I will point to some letters. Tell me what sound these letters make?**

6. Reading Words

Find the words on page 7. An alternate word list that aligns with the Phonics Continuum can be found on the Learning Portal.

- **Can you tell me what this word is?**

Record all responses, including multiple attempts. When students sound out one letter at a time can be separated with a dash (-).

7. Concepts of Print

- Choose a simple emergent picture book
- Ask the student the following questions to confirm overall understanding :
 - **“Can you show me the front of the book?”**
 - **“Show me the title of the book.”**
 - **“Point to the author’s name”**
 - **“Point to a word on the page.”**
 - **“Point to the first/beginning letter of a word.”**
 - **“Point to the last/end letter of a word.”**
 - **“Point to a period and ask “What is this for?”**

Record if the learner demonstrated print awareness Y/N.

Primary Assessment of Reading Screener (PARS)
Student View

4. Letter Knowledge - Random

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

5. Digraphs

ch th wh sh kn

Primary Assessment of Reading Screener (PARS)
Student View

4. Letter Knowledge - Random

C Z J A K M

R V T W N O

B S U D E P

F G Q X H I

L Y

Primary Assessment of Reading Screener (PARS)
Student View - Grade One

5. Reading Words

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