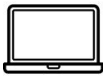


The assessment is intended to be offered to students in the Fall to help teachers screen, identify and monitor a learners' needs for the purposes of guiding instructional decisions around critical reading skills.

Student responses can be recorded on:

Laptop / iPad



OR

Pen & Paper



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Primary Assessment of Reading (PARS) Teacher Guide - Grade 2

General Administration Guidelines

Record all attempts and relevant behaviours made by the student.

Keep these points in mind to ensure this assessment is completed in a timely fashion:

- To ensure fluency, a student should be able to respond within 3 second. 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 Second / 3 Questions” guideline:



Instructions:

1. Medial Phoneme Isolation



- Prompt: **I’m going to say a word. Tell me the middle sound of the word ____.**
- Record all responses.

pen man hop fit sky



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/.



Instructions: 2. Medial Substitution

- Instruction: **I am going to say a word. Change the middle sound from /i/ to /a/ to make a new word**
- Practice: **The word is “bit”. Change the /i/ to /a/. What is the new word?**
- Prompt: **The word is _____. Change /___/ to /___/.**

Record all responses.

The word is **ran**. Change the /a/ to /u/.

The word is **not**. Change the /o/ to /u/.

The word is **top**. Change the /o/ to /i/.

The word is **has**. Change the /a/ to /i/.

The word is **bit**. Change the /i/ to /e/.



Instructions: 3. Complex Vowels

(Find the list on page 4.)

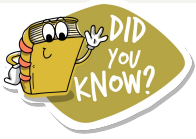
- **I will point to some letters.**
- **Tell me what sound these letters make?**

Record all responses.

Note: Sometimes groups of letters make more than 1 sound as in the case of “oo,” which may result in more than one correct response.



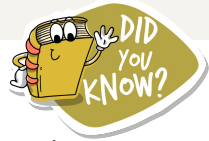
Primary Assessment of Reading (PARS) Teacher Guide - Grade 2



What is the difference between phonics and phonological awareness?

Phonics - involves the relationship between sounds and written symbols.

Phonological awareness - involves awareness of sounds in spoken words.



Reading Words

Fluent readers with large sight vocabularies are better able to devote their attention to comprehending text. Sight vocabulary is all the words you instantly recognize both regular and irregular.

Instructions:

5. Reading Words

Find the words on page 5. 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 (-).

Record all responses.

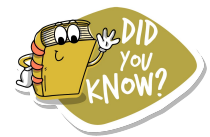
Instructions: 4. Nonsense Words



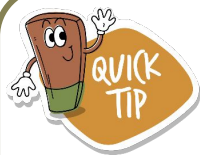
(Find the list on page 4.)

- Instruction: **I will point to some words. They are not real words. Using what you know about letters and sounds, read the word.**
- Prompt: **Can you tell me what this word is?**

Record all responses.



Nonsense words follow predictable patterns and are useful to assess how students apply the phonic skills being taught. Students need these skills to be able to read words they do not know.



When offering words to students, try to reduce the visual impact by using a masking card to frame or isolate the word.

If the Grade 2 words are too difficult, try the Grade 1 word list.

In formative assessment, it is always helpful to know what a child **can** do so teachers can provide opportunities to build on their strengths.



If a student is struggling with the nonsense words it is a good indication that they would benefit from more phonological and / or phonics instructions. You may also wish to analyze the students responses for patterns of errors.

Student View - Grade Two

3. Complex Vowels

ou

oi

er

oo

ar

oy

ow

4. Nonsense Words

cag

bope

drob

thip

rop

sate

snup

chun

keb

meve

himp

whuff

fum

gite

slank

nish

hin

wuse

smesk

vath

Primary Assessment of Reading Screener (PARS)

Student View - Grade Two

5. Reading Words

over

give

new

most

sound

very

take

after

only

things

little

our

work

just

know

name

place

good

years

sentence

live

man

me

think

back

Primary Assessment of Reading Screener (PARS)

Student View - Grade One

5. Reading Words

| | |
|------|------|
| the | on |
| of | are |
| and | as |
| a | with |
| to | his |
| in | they |
| is | I |
| you | at |
| that | be |
| it | this |
| he | have |
| was | from |
| for | |

Primary Assessment of Reading Screener (PARS)

Planning for Reading Instruction (Optional)

| Class Overview | | | |
|-------------------------------------|--|---------|---------------|
| Tier 1 Classroom Teacher | Whole Group instruction - What critical skills do all the students require instruction on? | | |
| | Phonological and Phonemic Awareness | Phonics | Reading Words |
| Targeted Skill | | | |
| Tier 1 & 2 Classroom Teacher | Small Group Instruction - Which students can I group together to reinforce skills previously taught? | | |
| | Phonological and Phonemic Awareness | Phonics | Reading Words |
| Student(s) | | | |
| Targeted Skill | | | |
| Tier 3 Collaborative Approach | Individual Instruction - Which students can I group together to reinforce skills previously taught? | | |
| | Phonological and Phonemic Awareness | Phonics | Reading Words |
| Student(s) | | | |
| Targeted Skill | | | |

The NLPS PARS is a K-3 reading assessment based on **end of year learning targets** derived from the current BC Curriculum. The assessment is intended to be offered to students in the Fall to help teachers screen, identify and monitor a learners' needs for the purposes of guiding instructional decisions around critical reading skills.

Grade Two Critical Reading Targets

Phonological & Phonemic Awareness

Blending & Segmenting With consonant blends

- Sounds into words (/s//t//o//p/=stop)
- Words into sounds (block → /b/ /l/ /o/ /k/)

Manipulate phonemes (substitute, delete, and add sounds)
 ○ e.g. substitute “n” in nap to “c”; take -away “f” from flake;

Phonics

Decodes

- Words with 4 phonemes
- Complex vowel digraphs & diphthongs
- Words with alternate spellings (igh, mb, kn, etc...)
- Complex blends & clusters (blend, stop, splash)
- Two & three syllable words
- Word families / onset-rimes (e.g. b-ack, s-top)
- Initial and final consonant digraphs (ch, sh, th, etc...)
- Some vowel digraphs (oo, ee, ea, ai, etc..)
- Diphthongs (ow, ou, oi, oy)
- R- controlled vowels (ar, er, ir, ur, or, ore, our)

Fluency

- Reads grade level text with expression and phrasing
- Ease and accuracy with the above mentioned phonological and phonics skills
- Reads grade level text with expression, a sense of phrasing with 3 or 4 words

Vocabulary

- Uses conversational language & increasingly specific vocabulary
- Uses new vocabulary words
- Expands use of descriptive vocabulary
- Uses compare and contrast (e.g. same, as, different from)
- Uses knowledge of word parts, contractions, compound words in context

Comprehension

- In discussions, uses strategies before during and after reading and viewing to make meaning
 - Accessing prior knowledge
 - Predicting
 - Making connections
 - Asking questions
- Summarizes / retells events with some detail, identifies problem/solution, main & supporting characters, and makes basic inferences to draw conclusions

Definitions of Critical Reading Components

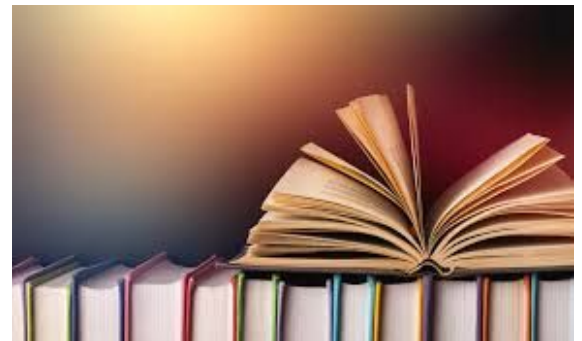
Phonological & Phonemic Awareness

Phonological awareness is the ability to notice the sound structure of spoken words (Kilpatrick, 2015). It includes recognizing words, recognizing and producing rhymes, segmenting words into syllables, and segmenting and blending onset and rime.

Phonemic awareness is the ability to identify, isolate and manipulate language at the individual sound level. It is a part of phonological awareness. It includes isolating, segmenting, blending and manipulating individual sounds (Honig, Diamond & Gutlohn, 2008).

Phonics

A system for approaching reading that focuses on the relationship between letters and sounds (Kilpatrick, 2015).



Fluency

Reading words at an adequate rate, with a high level of accuracy, appropriate expression, and understanding (Birsh & Carreker 2018).

Vocabulary

Vocabulary is the knowledge of words and word meanings (NIL, 2007; Honig, Diamond & Gutlohn, 2008).

Comprehension

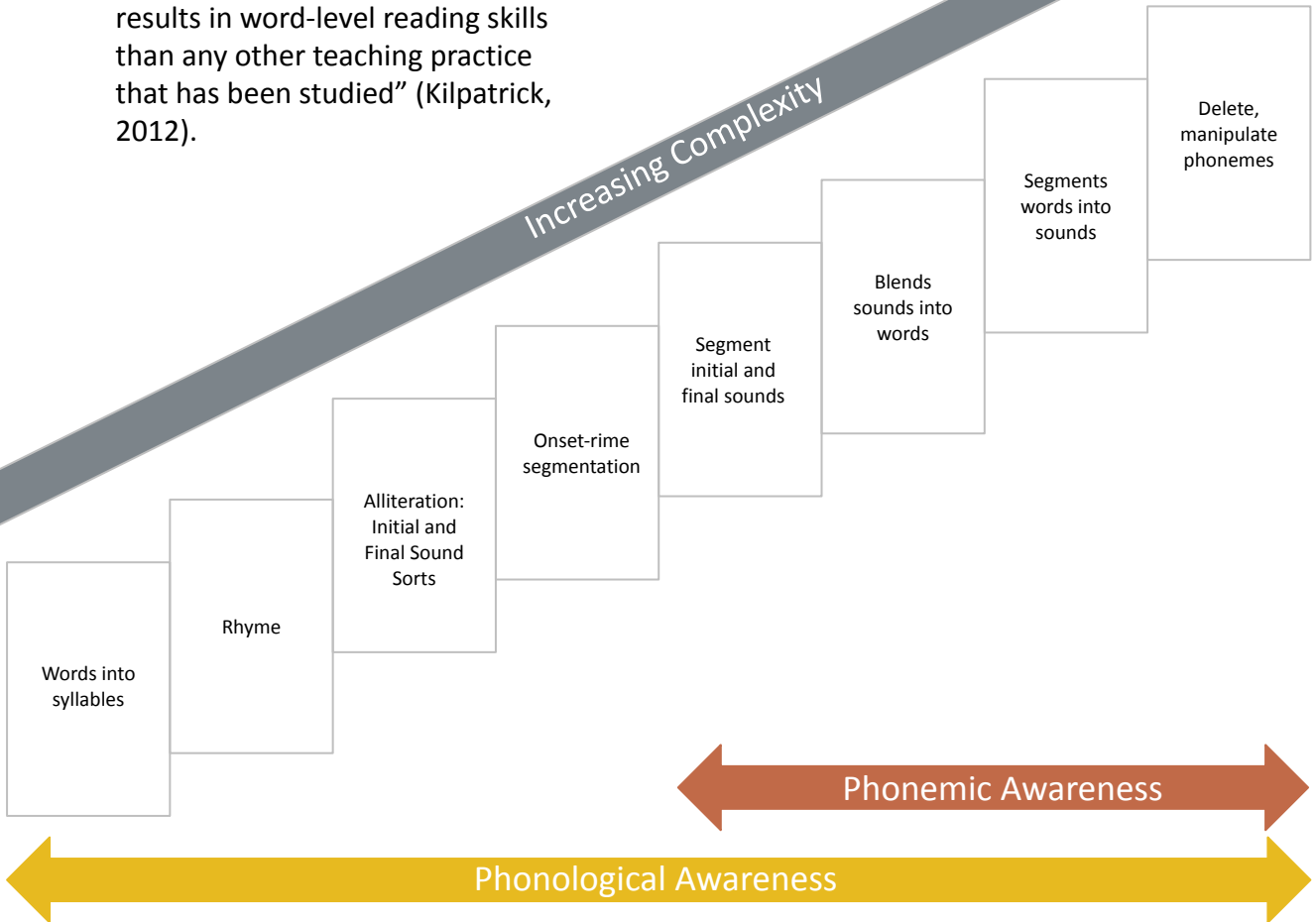
Comprehension is making sense of what we read. Comprehension depends on good word recognition, fluency, vocabulary, word knowledge, and language ability (Birsh & Carreker 2018).



Sequence of Phonological Awareness Competencies

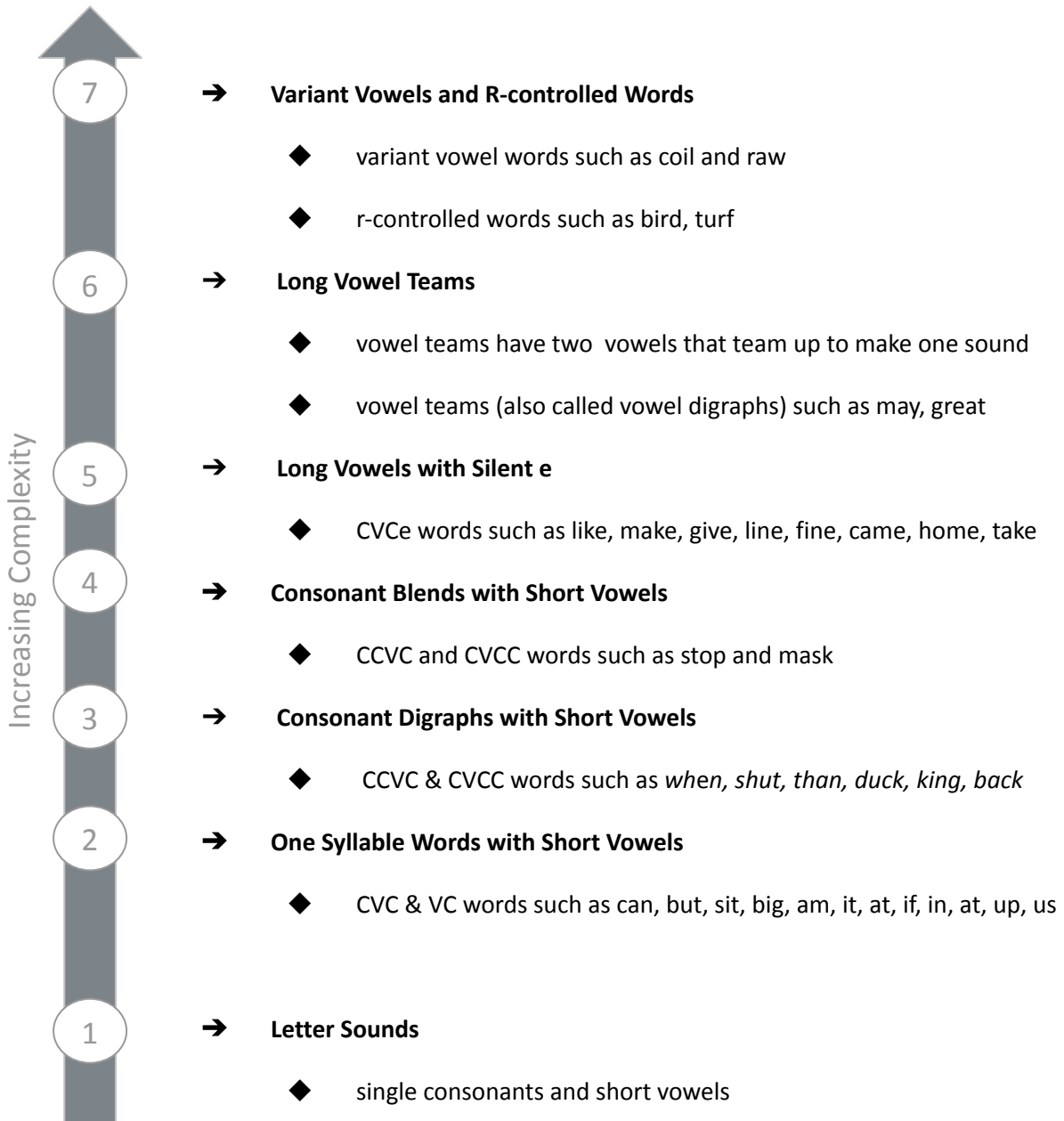
“The combination of explicit phonics and phonological training for all students in kindergarten and first grade provides far greater results in word-level reading skills than any other teaching practice that has been studied” (Kilpatrick, 2012).

Increasing Complexity





Phonics Continuum



Suggested Implementation (Optional)

Determine a School Wide Implementation Plan:

As a collective, develop a plan for administering, marking and reviewing/analyzing data from the PARS. A template has been provided to guide this process (adapt as needed) – see School Wide Implementation Plan Template.

Suggested Timeline for implementation:

The PARS is a formative assessment tool that should be offered to students at the beginning of the school year. For Grades 1-3, this may mean starting in mid-September.

Implementation Team:

- **Classroom Teachers (primary administrator of assessments)**
- Administration (Principal / Vice Principal)
- Student Support Teachers / Learning Support Teachers / ELL Support Teachers
- Learning Commons Teachers
- Other itinerant staff such as the Literacy Coordinator

| Administration | Data Analysis | Follow Up |
|--|---|--|
| Classroom teacher is administering the majority of the assessments with students | Administrator, with student support teacher, uses filter to screen and print out specific groupings of students (e.g., by whole grade, by skill, by designation, etc.) | Share data as part of the class review process along with other areas important for student success (socio-emotional, engagement, writing, math) |
| Assessment can be administered in sections according to needs of teacher and students | Administrator facilitates school wide discussion of patterns that emerge across school and collates information to determine school wide focus (What is going on for our learners?) | Develop school wide support schedule that is fluid and flexible and supports students and teachers using RTI framework (Tier 1, 2 & 3) |
| Implementation team is supporting classroom teacher to complete assessments & organize materials | Individual teachers use data to inform instructional planning | Revisit to share learning and impact on student achievement; adjust as needed to maximize impact |

Primary Assessment of Reading Screener (PARS) **FAQs: Administer the PARS**

Who is administering the PARS?

Classroom teachers are invited to use this screener to assess their students on the critical skills of reading.

How were these subtests designed / chosen?

In 2014, all primary teachers in NLPS gathered to identify the critical skills that are important to teaching reading. Many subtests were considered, but in the end, teachers chose their favorite components from the field and then created a locally-developed tool.

Do I have to use the “+/-” to record responses?

The “+/-” conventions are a suggestion, but feel free to use conventions that work for you. Where ever possible, record student attempts.

Why is it important to use the same screener in a school / district?

It is important that we all use the same tool within a building because it allows school teams to have a common language when planning collaboratively and prioritizing supports. Furthermore, we have many district staff that work in multiple buildings or move from site to site and therefore find it helpful to be referring to the same screener tool. Remember, PARS is not the only assessment tool that you will be using to assess reading.

What if a child is not able to do the assessment for the grade they are assigned?

Any student who is having difficulty with a subtest for their grade, should be offered the same skill, but for the grade(s) below. This includes a grade 2 or 3 student who has difficulty with phonological awareness and should be offered the Kindergarten or Grade 1 subtests.

When should teachers be offering the PARS to the students?

The PARS is a formative assessment tool that should be offered to students at the beginning of the school year. For Grades 1-3, this may mean starting in mid-September, while November seems to be a better time for Kindergarten students.

Do I have to do the whole assessment in one session with every student?

Flexible testing procedures are encouraged. Adaptations may include, but are not limited to:

- Subtests may be administered separately and in alternate order.
- Subtests may be administered more than once.

For further clarification, please email thelearningline@sd68.bc.ca with “PARS” in the subject line.