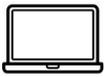NANAIMO LADYSMITH
P U B L I C   S C H O O L S

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.
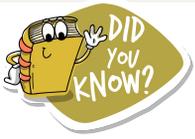
Student responses can be recorded on:

Laptop / iPad   OR   **Pen & Paper**

Table of Contents

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

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.

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.

Instructions: 1. Nonsense Words
(Words on page 3)

- 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?**

- You may need to remind students,
  - These words don't have meaning
  - These words sound weird because they aren't real words

  Record all responses.

Instructions: 2. Reading Words
(Find the words on page 4. 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.

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 3 words are too difficult, try the Grade 2 and / or Grade 1 word list.

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

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

1. Nonsense Words

cag	**brob**
nok	**snup**
teb	**timp**
pum	**slank**
dij	**smest**

thif	**fibe**
chun	**mape**
whupp	**boam**
mish	**waib**
fath	**zoob**
pling	**houd**
	larp
	joid
	gorm
	serg
	royp

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

2. Reading Words

have	young
their	something
about	friends
would	remember
people	himself
know	morning
show	certain
another	strong
why	nothing
found	front
school	understand
white	known
enough	

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

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	

Student View - Grade One

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	

Planning for Reading Instruction (Optional)

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

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

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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 Three Critical Reading Targets

Phonological & Phonemic Awareness

By Grade 3, phonological and phonemic awareness should be well established. Students should have mastered even the most complex phonemic awareness skills of "manipulation" including:

- Substitution (Substitute "n" in nap to "c")
- Deletion (take -away /f/ from flake)
- Addition (as /s/ to "top")

*If students are experiencing significant reading challenges it may be appropriate to offer the phonological awareness subtests from the PARS 1 & 2

Phonics

Decodes

- Multisyllabic words (6 syllable types)
- Words with inflectional endings and understands their spelling patterns
- Contractions
- Words with common prefixes and suffixes
- Word families / onset-rimes (e.g. b-ack, s-top)
- Initial & 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)

Reading Words

- Recognize approx. 500 words by sight

Fluency

- Reads grade level text with expression and phrasing
- Ease and accuracy with the above mentioned phonological and phonics skills
- Adjusts speed and rate of reading
- Changes voice with punctuation and emotion words

Vocabulary

- Uses sensory detail, description language, clear & specific vocabulary
- Knowledge of root words, compound words, and syllabication
- Knowledge of common prefixes, suffixes and word endings
- Reflects on, identifies and assesses strategies to make meaning and figure out unknown words
- Begins to identify and understand idiomatic expressions
- Uses academic language related to reading (plot, conflict, theme, etc…)

Comprehension

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

Teacher Guide

## 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).
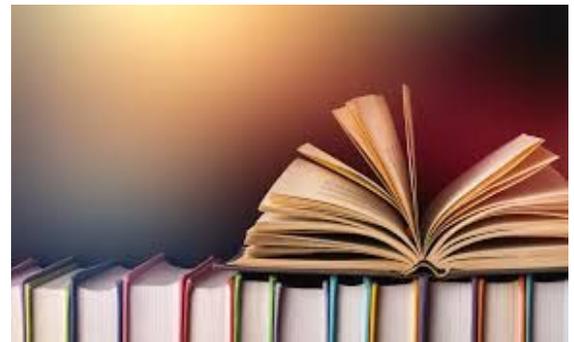
Fluency

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).
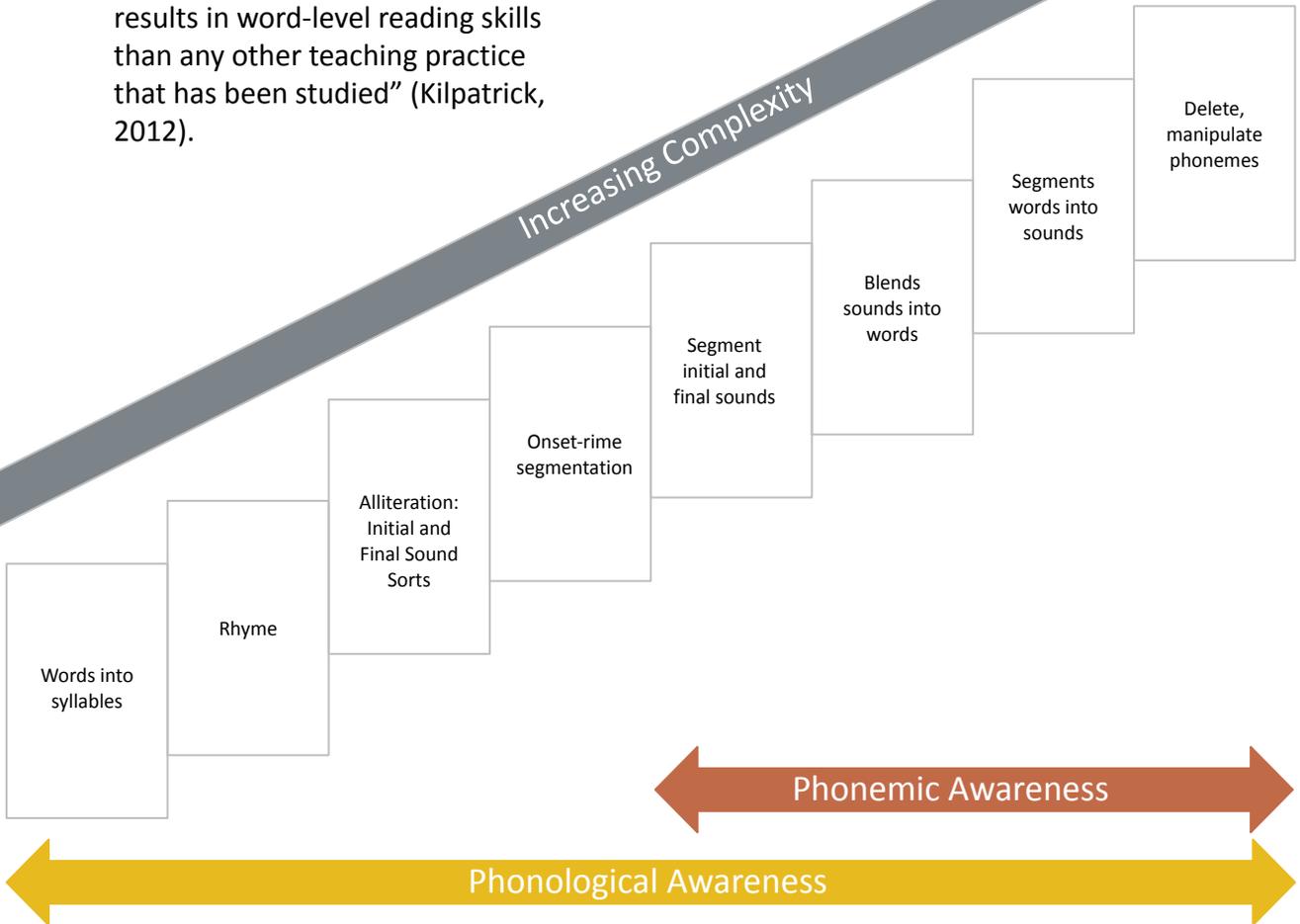
Comprehension

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

Teacher Guide

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

Words into syllables

Rhyme

Alliteration: Initial and Final Sound Sorts

Onset-rime segmentation

Segment initial and final sounds

Blends sounds into words

Segments words into sounds

Delete, manipulate phonemes

Phonemic Awareness

Phonological Awareness

Phonics Continuum

Increasing Complexity

7 ➔ **Variant Vowels and R-controlled Words**

◆ variant vowel words such as coil and raw

◆ r-controlled words such as bird, turf

6 ➔ **Long Vowel Teams**

◆ vowel teams have two vowels that team up to make one sound

◆ vowel teams (also called vowel digraphs) such as may, great

5 ➔ **Long Vowels with Silent e**

◆ CVCe words such as like, make, give, line, fine, came, home, take

4 ➔ **Consonant Blends with Short Vowels**

◆ CCVC and CVCC words such as stop and mask

3 ➔ **Consonant Digraphs with Short Vowels**

◆ CCVC & CVCC words such as *when, shut, than, duck, king, back*

2 ➔ **One Syllable Words with Short Vowels**

◆ CVC & VC words such as can, but, sit, big, am, it, at, if, in, at, up, us

1 ➔ **Letter Sounds**

◆ single consonants and short vowels

Suggested Implementation (Optional)

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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

FAQs: Administer the PARS

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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.