

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



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Primary Assessment of Reading Screener (PARS) Teacher Guide - Kindergarten

General Administration Guidelines

Record all attempts and relevant behaviors made by the student.

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:

1. Rhyme

Instructions: a) Rhyme Recognition



- Instruction: **Did you know that ‘cup’ and ‘pup’ sound the same at the end? That means they rhyme.**
- Practice:
 - **Do these words rhyme?: hop / pop**
 - **What about these words?: tip / car**
- Prompt: **Do these words rhyme?: _____ / _____**



Record all responses including nonsense words, which are accepted.

cat / hat

frog / dog

ring / cake

snake / rake

key / dog

Instructions: b) Rhyme Production

- Prompt: **Do you know a word that rhymes with _____?**

cat

frog

ring

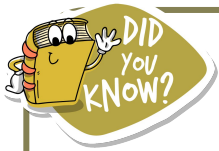
snake

key



In previous versions of the screener, pictures were used to assess rhyming. But as we have learned from our colleagues, phonological awareness is actually an auditory task and therefore, the pictures have been removed.

Primary Assessment of Reading Screener (PARS) Teacher Guide - Kindergarten



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?**”



Instructions: 2. Syllable Deletion (Phonological)

- Instruction: **I will say a word that has two parts. I will ask you to say the word again without one of the parts.**
- Practice: **Say “popcorn without pop.”**
- Prompt: **Say “ _____ without _____.”**

Record all responses.



cowboy - boy

baseball - base

pepper - pe

table - ble

computer - com



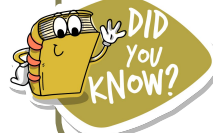
Instructions: 3. Initial Sound Identification (Phonemic)

- 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 first/beginning sound in the word _____.**

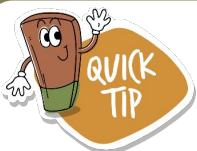
Record all responses.



fish pin duck nose hat

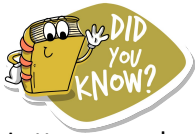


When teaching letter-sound correspondence avoid adding the /uh/ sound after consonants. Eg: make clipped /b/ not “buh.”



Teachers are invited to use hand motions for Subtest #2: Syllable Deletion, that would align with Tier 1 instruction of phonological skills. For examples, ask your SST about the hand motions used in the Heggerty system.

Primary Assessment of Reading Screener (PARS) Teacher Guide - Kindergarten



4. Phonics

Letter-name knowledge in preschool and kindergarten is one of the strongest predictors of reading in first grade (Birsh & Carreker 2018).

Instructions:

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. Record all responses.

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)

Record all responses.

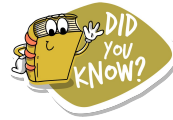
Instructions: 4c. Letter Knowledge (Optional)

Classwide or small group

- **Try printing the letter _____.**

Record all responses.

Skill	Abbreviation
Lowercase Letter Names	LC N
Uppercase Letter Names	UC N
Letter Sounds	S



5. Reading Words

As readers become more proficient with letter-sound correspondences, they move to putting those letter sounds together to make words. The simplest type of word for a reader to decode is a consonant-vowel-consonant (CVC) word. The kindergarten PARS word list contains both CVC and high frequency words.



Instructions: Reading Words

(Words can be found on pages 5)

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

Record all responses, including multiple attempts.



When students sound out a word one sound at a time, record by separating letters with a dash (-).

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

When teaching letter and sounds, use a variety of approaches that encourage generalized understanding such as:

- **Pointing to letters and print in the environment or in students' names**
- **Talking about letters and their sounds when you encounter them in everyday activities**



Primary Assessment of Reading Screener (PARS)
Student View - Kindergarten

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. Reading Words

it can and the to

Primary Assessment of Reading Screener (PARS)
Student View - Kindergarten

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)

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.

Critical Reading Targets

Phonological & Phonemic Awareness

Rhyming - recognition & production

Alliteration - Initial sound / word recognition and production

Blending

- syllables (mon-key) & onset-rimes (m-ilk) into a word
- two words into compound word
- 2 or 3 phonemes into 1 syllable word (/m//e/=me)

Segmenting

- Clap or count syllables (1-3 syllable words)
- Identify two words in a compound words
- Beginning and ending sound in 1-syllable word
- Identify sounds in 2-3 phoneme words (run=/r//u//n/)

Phonics

Alphabetic Principle

Understand that letters and letter patterns represent the sounds of spoken language.

Letter-Sound Association

- most common sounds for letters (at least 20)
- most letter names (at least 20 – both upper and lower case)
- within student's names and the names of others (i.e. classmates)
- gives a word that starts with sound

Reading Words

- a few Fry sight words
- some familiar names
- environmental print (e.g. stop sign)

Fluency

Ease with early literacy skills includes:

- Rhyming, alliteration, blending and segmenting
- Identifying letter names & sounds (at least 20)
- Reading some CVC words and high frequency words

Vocabulary

Begin to use appropriate social words

Experimenting with language and demonstrating vocabulary usage that:

- Describes feelings
- Classifies objects, pictures, etc...
- Describes people, places & things

Comprehension

In discussions, uses strategies before during and after reading and viewing to make meaning:

- Accessing prior knowledge
- Predicting
- Making connections
- Asking questions

Definitions of Critical Reading Components

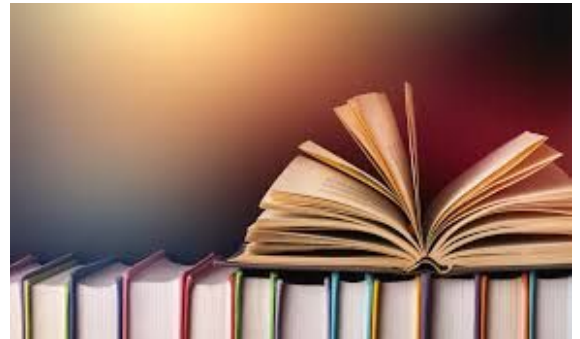
Phonological & Phonemic Awareness

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

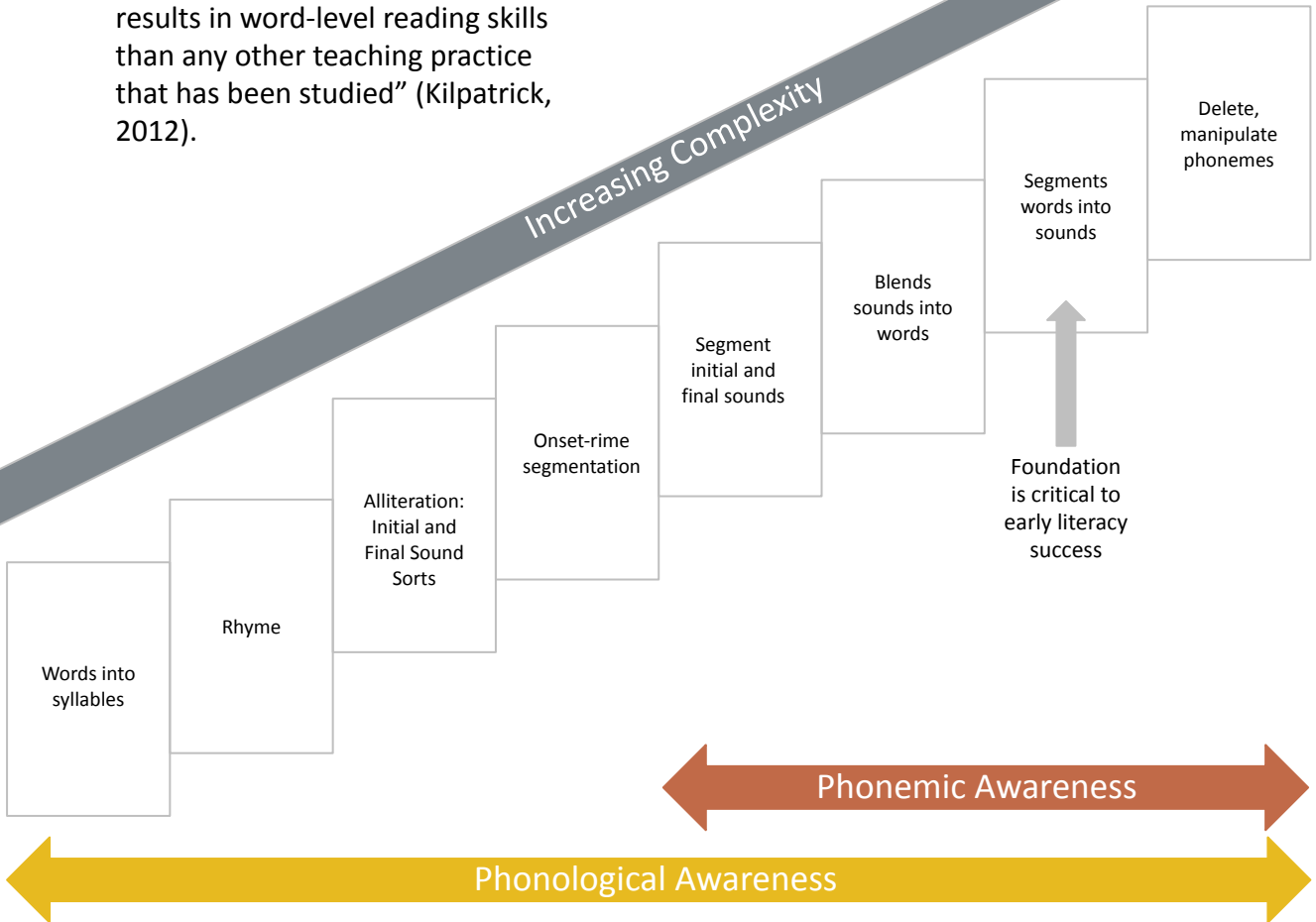
Comprehension is making sense of what we read. Comprehension depends on good word recognition, fluency, vocabulary, word knowledge, and language ability (Birsh & Carreker 2018).



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



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, while November seems to be a better time for Kindergarten students.

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.