

Procedures for Administering Leveled Text Reading Passages

and

Stanines for the Observation Survey and Instrumento de Observación

Working Document for 2005-2006



Reading Recovery[®]

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Development of Leveled Text Reading Passages in the U.S.

The first pilot study to implement Reading Recovery in the United States was conducted in six Columbus, Ohio public schools in the 1984-1985 academic year. The Ohio State University and the Ohio Department of Education worked together to support this first pilot study. The founder of Reading Recovery, Marie M. Clay and a trainer from New Zealand, Barbara Watson, came to Ohio State to provide the training and to help conduct the research of the pilot study.

In New Zealand, leveled reading materials used in classroom instruction were established as benchmarks of progress in text reading. The first text passages used in the USA were selected passages from the basal series that was then used in the Columbus Public Schools classrooms: Ginn Reading Program published by Ginn and Company, copyright 1982. Under the guidance of Clay and Watson, narrative story passages of appropriate lengths and story structure episodes were selected. The Ginn publishing company also provided the readability ratings they had used in designing their basal series.

As Reading Recovery was implemented in other school districts and data were collected on student progress in reading, it became necessary to develop standard passages for text reading that were independent of classroom instructional materials and were easily available. In 1986 the first attempt to compile a set of independent passages was completed. The majority of the passages in the set were selected and leveled from the paper books published by Scott, Foresman and Company, copyright 1979, 1971. In subsequent years extensive field testing and analyses were completed to establish the reliability of the increments of difficulty for the Scott, Foresman passages.

A trade book, *Where's Spot*, by Eric Hill, published by G.P. Putnam's Sons, Copyright 1980 was used for observation of student responses to print below Level 1 in text reading and passages from Level 26 through Level 30 and above continued to be selections from basal series.

The long-term development of the leveled text passages and the standard book introductions for each passage were completed in 1990. These leveled passages served as a standard way to report text reading progress for data collection and for analyzing progress in reading at many levels: student, classroom, school, district, site, state, and national.

Beginning in 2005, new United States norms will be used for all tasks of *An Observation Survey of Early Literacy Achievement* (Clay, 2002). Along with the national stanine groups there are minor refinements in the administration of the text reading passages. The changes will most impact the selection of students for entry into Reading Recovery at the beginning of the school year who are reading below Level 1 on the Leveled Text Reading Passages. Included in this document are the standard procedures and book introductions for administering the Leveled Text Reading Passages.

It is important to note that leveled text reading is not a test. Text reading is one part of the set of literacy tasks included in *An Observation Survey of Early Literacy Achievement*, (Clay, 2002). The intent is not to test the child but to observe children in a systematic way as they respond to the literacy tasks. The Leveled Text Reading Passages provide a standard way to report data on each student's progress in reading passages along a gradient of difficulty. The information teachers obtain by administering the Leveled Text Reading Passages helps them analyze a child's processing and responses to print. The teachers' observations and analyses help them determine instructional needs and how to foster accelerated progress in reading.

Procedures for administering Leveled Text Reading Passages

Selecting the starting level

- Find out from the classroom teacher the approximate level the child is reading for classroom instruction.
- Select the next lower level to begin the text reading observation.
- The teacher may begin with having the child read a familiar book to put the child at ease and establish rapport.
- For most children at the beginning of the school year begin with: Level 1, *A Bird Can Fly*.
- Take a Running Record of the starting level passage.
- Score the Running Record or determine the number of errors to make a decision to move up or down the text passage levels.
- If the child is not successful reading Level 1 (90% or above) follow the directions for: *Observing Early Responses to Text*.

Moving up the leveled scale

- If the Running Record is 90% or above, go to the next level or skip to a higher level if appropriate.
- Continue moving up the levels (skipping levels if appropriate) until the child scores below 90%.
- Reading can be stopped after **one level** below 90% if the child is showing signs of frustration or the score is significantly below 90% with a loss of meaning and little or no self-correction.
- If the accuracy score is below but close to 90% with evidence of successful processing, continue testing until two levels are below 90%.

Moving down the leveled scale

- If the Running Record is well below 90%, go down several levels.
- If the Running Record is below 90% at Level 1, *A Bird Can Fly*, follow the directions for: *Observing Early Responses to Text*.

Determining the Text Reading Level

- By moving up or down the leveled text passages determine the highest level read at 90% or above accuracy followed by **one or two** consecutive levels below 90%.
- The child's highest text reading level at 90% or above should be entered for data collection.
- The child's text reading level can be matched to a stanine group for comparison to the U.S. national stanines and to assist in selection of the lowest students for entering Reading Recovery. Note: It is important that teachers take into consideration raw scores, lowest stanines, and the quality of student responses on **all** tasks of the *Observation Survey of Early Literacy Achievement* in order to select the lowest achieving first grade students. Input from the classroom teacher may also be a factor to consider.
- At the end of a child's series of lessons or at the end of the year assessment it is critical to report the highest level read at 90% or above accuracy for data collection. Assessment stops at text level 30 for all students.

Finding three levels of text difficulty

When using the Leveled Text Reading Passages for children selected for Reading Recovery it is necessary to determine three levels of text difficulty.

For important educational decisions it is not enough for teachers to assess children only on their current reading books. Recording their performance at three levels of text difficulty:

- **an easy text (95 to 100 percent correct)**
- **an instructional text (90 to 94 percent correct)**
- **and a hard text (80 to 89 percent correct)**

is a more reliable way to establish what level of text should be used for instruction (Clay, 2002, p. 55).

It is critical to find three levels of text difficulty for all students selected for entry to Reading Recovery. The three levels should be determined before completing ***An Observation Survey Summary Sheet***. Analysis of *useful strategic activity on text* and *problem strategic activity on text* should focus on text levels read at 90% or above.

Observing early responses to text

If the child does not read Level 1, *A Bird Can Fly*:

- Select an appropriate Level 1 book from the Reading Recovery set of student books. An appropriate Level 1 book will have a complete sentence printed on one line of text. The one line of print will be on a separate page from the picture.
Examples: *Mom, Dad, Playing*, etc. (PM/Rigby)
- Teacher reads the entire book to the child, pointing under the words.
- Teacher asks the child to read the book:
'Now you read the story to me.'
- Take a Running Record on the **first reading** of the book.
- Make notes about any behaviors or responses to the text.
- **Note: the child is not told to point.** (Pointing would be an observed response.)

Successful reading (90% or above) of a Level 1 book, as outlined in the procedure above corresponds with stanine 2 in the adjusted stanine table. The raw score reported for data collection is zero (0).

If the child does not read a Level 1 book successfully as described above, he or she is stanine 1 on the adjusted stanine table and the raw score reported is zero (0). To gather further observations at this level take a running record on a dictated text using the following procedures:

- Have the child dictate a simple story. Note: It is important to tell the child that he is telling a story that he will later read.
Example: The teacher invites the child to tell a story or sentence based on the theme or a single picture from the previously read Level 1 book.
'Tell me something your dad or mom can do.'
- or -
'Tell me where you like to play.'

'I'll write it down and you can read it.'
- Teacher writes the story using clear print and appropriate spacing.
- Teacher says each word as she or he writes it.
Teacher: *'You read your story.'*
- Teacher takes a running record and notes responses as the child reads back the story or sentence.

If the child does not have a successful response to reading his or her own dictated text, or you do not have three levels of text difficulty, consult and use Clay's additional procedures outlined in the most recent guidebook under the topic heading ***Find a readable text.***

Using Text Reading Level when making decisions about discontinuing lessons

Making decisions about discontinuing lessons for a child who has made accelerated progress is a complex process. Teacher leaders incorporate all of Clay's references on *When to Discontinue Tutoring* as part of the training for Reading Recovery teachers.

It is important to note that **all** tasks of *An Observation Survey of Early Literacy Achievement* are administered for children who have made successful progress and whose lessons are being discontinued. There is no one task that should be used alone to make a decision about successful processing in reading, writing and successful achievement in the classroom.

- A trained teacher (other than the child's own Reading Recovery teacher) should administer the Observation Survey for each child being considered for discontinuing of lessons.
- Evidence of successful processing while reading and writing should be the critical factors in determining if the child's Reading Recovery lessons should be discontinued.
- Observation of the child in the classroom and input from the classroom teacher may also be contributing factors in determining successful progress.

There is no fixed set of strategies nor any required levels of text nor any test score that must be attained to warrant discontinuing. It is essential that the child has a system of strategies which work in such a way that the child learns from his own attempts to read (Clay, 1993, p. 58).

- Text reading of both seen (familiar) and unseen (new materials introduced in a standard way) are to be used when making decisions about successful processing. Select familiar texts from previously read books from the child's Reading Recovery lessons or from a text previously read at the instructional level from the classroom reading group. The teacher takes a running record and records notes on how the reading sounds. The reading of familiar text should give a sample of text reading in an easy range.
- Use the Leveled Text Reading Passages to obtain samples of reading unseen text with a standard introduction. Follow the directions for *Moving Up (or Down) the Leveled Scale* in this document. The teacher may want to begin at a level which should be easy for the child before skipping up the levels to determine the highest instructional level (90% or above) and the subsequent hard level. It is important to find three levels of text difficulty for each child being considered for discontinuing. Use of sources of information (MSV) and evidence of use of strategic actions for problem solving are analyzed at the easy and instructional levels. The highest level read at 90% or above is reported for data collection.
- Teachers analyze the running records for evidence of successful processing and attempts to solve problems while reading in order to determine the child's level of achievement to warrant discontinuing of lessons. Teacher leaders train teachers in this analysis and assist in making the teaching decisions when appropriate.
- Evidence of successful processing while reading and writing should be the critical factor in determining if the child's Reading Recovery lessons should be discontinued.

Directions for preparing the Leveled Text Reading Passages

- Organize all books and materials to assemble the text reading passages.
- Copy, cut, and paste the introductions and level information on the front of each book.
 - E = errors:** The number of errors made that result in a score below 90%.
 - RW = running words:** The total number of words in the book or passage to be read.
- Copy, cut, and paste the Altered Text for Level 6: *Dave's Tricks* that is provided with this document. The altered text must have the correct font and spacing and be pasted over the text in the Scott, Foresman book: *Dave's Tricks*. **Rubber cement is recommended.**
- Use white correction tape to cover part of the word "hippopotamus" on page 2 of Level 5: *A Bird and a Hippo*. This will result in substituting the word "hippo" for "hippopotamus". The teacher will use "hippo" while reading page 2 to the child during the introduction.
- **Do not alter any of the other passages or the pictures in any other levels of the passages.** (Note: In the earliest years of implementation, the small pictures above the lines of text for Level 3: *At the Zoo* were covered. Do **not** cover these small pictures.)
- Become familiar with the stories, the directions for the book introductions, and the stopping point for levels where the complete story is not read.
- The following levels require the teacher to read and/or point and read a portion of the text:

| | | | |
|----------|-----------------------|-----------|-----------------------------|
| Level 1: | <i>A Bird Can Fly</i> | Level 5: | <i>A Bird and a Hippo</i> |
| Level 2: | <i>Hats</i> | Level 14: | <i>George the Porcupine</i> |
| Level 3: | <i>At the Zoo</i> | | |
- Be sure to note and follow all directions on when to read or point and read as the books are introduced. (See notes for each book introduction.)
- Text used below Level 1 should follow the directions for *Observing Early Responses to Text*.
- The teacher should always read the title and the introduction to each story. The child is **not** required to read the title.
- **Beginning at text Level 4**, the teacher should suggest that the student look at pictures before asking him/her to read. At higher levels of the Scott, Foresman passages (Levels 16-24), only a portion of the passage is read. Indicate the stopping point to the child for the portion of the text to be read. Pictures can be surveyed for the whole story or only the portion to be read.
- While the child looks at the pictures, any responses should be accepted as given. Responses should not be added to or clarified. If the student does not talk about the pictures, the teacher should **not** prompt the student to respond.
- If appropriate, the title and introduction may be restated after the student has looked through the pictures.

Stanines for the Observation Survey and Instrumento de Observación.

For a more detailed explanation of the new U.S. norms for the Observation Survey and Instrumento de Observación, see NDEC technical reports 2005-02, *U.S. Norms for Tasks of An Observation Survey of Early Literacy Achievement* and 2005-03, *U.S. Norms for Tasks of Instrumento de Observación de los Logros de la Lecto-escritura Inicial*, available on the publications page of the National Data Evaluation Center web site at www.ndec.us.

Understanding the Observation Survey as an assessment

The Observation Survey assesses early literacy behaviors. It is specifically tailored to the 5 to 7 age group. In New Zealand, children traditionally begin their formal instruction on their fifth birthday and norms have been established for ages 5 through 7 (Clay, 2002). In the United States, children enter first grade at a variety of ages. The U.S. norms are based instead on grade, not chronological age. They are national grade norms.

The Observation Survey was designed to directly inform reading instruction, not to maximize its properties for measuring group change. As a result, scores on the six tasks are not usually normally distributed. Individual tasks exhibit variously strong floor and ceiling effects. A *floor effect* on a measure means most scores are at or near the bottom of the distribution range of scores. A *ceiling effect*, inversely, means most scores of a measure are at or near the top.

This non-normal distribution of the Observation Survey is due to several reasons. First, most of the six tasks are closed sets. Students are asked to identify 54 letter forms, 37 phonemes, 24 concepts of print and 20 sight words. Second, the Observation Survey's main goal is to accurately quantify early reading behaviors. At the beginning of the literacy learning process, certain behaviors are not observable or do not yet exist. Oral reading fluency is one example; children will typically learn to recognize certain letters, sight words and have a partial understanding of concepts of print well before they can read or write with any fluency.

Once the process of learning to read is well under way and the child is reading at a level typical for the end of first grade, letter knowledge becomes less important as a measure of literacy because most children will know most letters; such a measure will produce little or no useful variation at that point. Paris and Hoffman state that "... some skills, such as alphabet knowledge, concepts of print, and phonemic awareness, are universally mastered in relatively brief developmental periods. As a consequence, the distributions of data from these variables are skewed by floor and ceiling effects that, in turn, influence the correlations used to establish reliability and validity of assessments" (p. 214, 2004). What these means is that the fact that the Observation Survey is not like a norm-referenced test is a characteristic, not a flaw.

The Observation Survey has three other important characteristics:

1. The Observation Survey is administered in a standardized way through training. Dr. Clay's book *An Observation Survey of Early Literacy Achievement* (2002) was written to help train teachers to administer the six tasks.
2. Other than the cost of the book and training costs, the Observation Survey is free and practical to administer.
3. More so than scores, the specific item responses on the six tasks directly inform instruction.

For example, a score of 50 on the Writing Vocabulary task denotes a child who can write 50 correctly spelled words in 10 minutes. These words could be *mom*, *dad*, or *dog*, or they could be *mother*, *school* or *going*. This is very useful information for the teacher. Similarly, knowing which concepts of print, which phonemes or which sight words the child masters is more directly informative for instruction than a mere score is.

Finally, the six tasks are called an “observation” survey for a reason. While interactively administering the six tasks to a child, the teacher can observe literacy behaviors in action. Some behaviors, such as the ability to self-correct while producing fluent text are recorded systematically in the running record. These observations become part of the repertoire of knowledge about the child that the teacher builds upon when initiating instruction. This in turn is a central tenet of Reading Recovery instruction, namely, the emphasis on always working from and building on the child's strengths.

The Observation Survey shares some similarities to criterion-referenced tests in that for some tasks, the decision-making criterion is not performance relative to a norm but performance relative to a range of scores that help in instructional decision-making. It differs from most criterion-referenced tests in that no single raw score implies a cutoff, mastery, or passing level. The Observation Survey also shares some characteristics of Curriculum Based Measurement:

- It is standardized in administration.
- It is not usually normally distributed.
- It is designed to inform instruction.

As with many Curriculum Based Measurement assessments, the findings from the Observation Survey have been correlated with and validated by various standardized, norm-referenced tests. These include:

- The Gates-MacGinitie Reading Test (Pinnell, Lyons, DeFord, Bryk, and Seltzer, 1994; Quay, Steele, Johnson, and Hortman, 2001)
- The Woodcock Reading Mastery Test (Pinnell, et al.)
- The Iowa Test of Basic Skills (Gómez-Bellengé, Rodgers, Wang, and Schulz, 2005; Quay, et al.)

These studies have shown that progress recorded with the Observation Survey is also evident with other standardized tests and that certain measures of the Observation Survey correlate highly with specific batteries of standardized, norm-referenced tests.

Text level comparisons for spring of Grade 1

There are many ways of determining if an individual student or group of students has reached an acceptable reading level at the end of first grade. Some ways are more appropriate than others, and more than one might be used in an evaluation. Several methods are described below:

Compare means: If the class or district average at year-end is, say, 18, one could choose to say that the acceptable performance level for all first graders is 18 at year-end. In truth, however, if the average is 18, about half of all students should be below and half should be above 18. Comparing means is a good way to show change over time or highlight similarities and differences across groups, but it isn't the best way to discern an acceptable text level for the end of first grade.

It is more important to see if a student falls within an average range. An average range could be defined in a variety of ways. These ranges can be more or less wide and include more or fewer students. We will examine alternative ways of defining an average range from narrowest to broadest:

Average band: The previously used *site average band* included one-half standard deviation above and below the mean (the middle third of all students) in the average range. This is narrower than all of the alternatives. Based on the new national norms, this would include children with text levels of **18 to 22** at year end, or only about the middle 28% of all first-grade students.

Stanines 4, 5, and 6: These are the middle 3 stanines, or three-fourths standard deviation above and below the mean. In a normally distributed measure, this would correspond to the middle 54%. For year-end text level, stanines 4 through 6 (text levels **16 to 24**) represent half of all first graders. However, because the fall stanine 4 has been adjusted, students can't be compared from fall to spring.

Interquartile range: This is also a very common definition of average used in many norm-referenced tests. It divides students into three groups: the lowest 25%, the middle 50%, and the highest 25%. The interquartile range includes text levels **16 to 26** at year-end, or 55% of all students.

Quintiles: The middle three quintiles comprise 60% of a normally distributed population. The lowest quintile is sometimes used in educational research to identify students who might be at-risk. Reading Recovery researchers label quintiles as *achievement groups*. At year-end, text levels **14 to 26** make up the middle three achievement groups and account for 61% of all first grade students.

One standard deviation above and below the mean: This is a broad measure of average, encompassing the middle 68% of a normal distribution. It is more often used in educational research than by teachers, but would correspond roughly to text levels **12 to 28** at year-end.

Extremes: Researchers often use the range of scores from the 5th to 95th percentile to exclude scores that vary far from average. This range would include any first grader with a text level from **6 to 30** at year-end. It has limited usefulness for Reading Recovery practice, although in schools where the implementation level is very low, most or all students selected for Reading Recovery will initially be in the lowest 5%. In such schools, this should be emphasized in evaluation reports.

How to use the stanines

Some of the stanines used in this publication have been adjusted from their original mathematical computations. This has been done in order to facilitate the selection of Reading Recovery and Descubriendo la Lectura students. These stanines are clearly marked with an asterisk. As a result of this and the non-normal distribution of the scores, entry to exit or fall to spring comparisons using stanines should not be done. This could yield false or misleading results.¹

For example, the actual mathematical stanine that corresponds to Text Reading Level 0 in fall is 4. For spring, text level 20 is stanine 5. If a child goes from text level 0 in fall to 20 in spring, this very positive shift in terms of raw scores corresponds to a shift of only one stanine, from 4, to 5. With the adjusted stanines, the raw Text Reading Level score of 0 now corresponds to stanine 1 or 2.

It would then be tempting to say that the child went from a stanine of 1 to a stanine of 5, a considerable gain. This would be statistically wrong, misleading, and unethical because mathematically, the gain was truly only from stanine 4 to stanine 5. The fact that stanine 4 corresponds to text level 0 in the fall is puzzling to some; this is due to the floor effect: half of all U.S. first graders have text level scores of 0, 1 or 2 in fall of first grade.

But, one could argue, a child that went from a text level of 0 to a level 20 did make a lot of progress; what can be done to show this? There are two good ways: First, simply report the raw scores; these are unambiguous. Second, use the national percentile ranks (NPRs). A child with a Text Reading Level score of 0 in fall is in the 19th percentile while a child who reads at Text Reading Level 20 in spring is in the 53rd percentile. You could say this child went from being in the 19th percentile rank (scoring better than or equal to only 19% of the population) to being in the 53rd percentile rank, (scoring better than or equal to 53% of the population). This is quite an achievement.

To summarize,

- Use stanines for selecting students into Reading Recovery and Descubriendo la Lectura
- Use raw scores for comparing the progress of students from fall to spring
- Use percentile rankings to compare the progress of students from fall to spring

¹ If a comparison involved two stanines that did not have asterisks (that is, had not been adjusted for the purpose of student selection), it would be permissible to use stanines to make student to student or fall to spring comparisons. It would be confusing, however, to use stanines for some comparisons and raw scores or percentiles for other comparisons.

Stanine tables for student selection

Stanines are a type of score based on the mean and standard deviation of scores on a task. They indicate how different from average a particular raw score is. The mean score belongs to stanine 5. In some cases, these stanines have been adjusted for the purpose of Reading Recovery student selection. Use fall stanines from August to November, mid-year stanines from December to February, and year-end stanines from March to July.

Observation Survey tasks

Letter Identification (LI)

Purpose: To find what letters a child knows and the preferred mode of identification.

Task: Identify upper- and lower-case letters and print forms of “a” and “g”.

Scoring: Maximum score = 54.

| Period | Stanines for Letter Identification | | | | | | | | |
|----------|------------------------------------|-------|-------|-------|-------|-------|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Fall | 0–38 | 39–41 | 42–44 | 45–48 | 49–51 | 52–54 | – | – | – |
| Mid-Year | 0–47 | 48 | 49–50 | 51 | 52–53 | 54 | – | – | – |
| Year-End | 0–49 | 50 | 51 | 52 | 53 | 54 | – | – | – |

Concepts about Print (CAP)

Purpose: To find what a child has learned about how spoken language is put into print.

Task: Perform a variety of tasks during book reading by the teacher.

Scoring: Maximum score = 24.

| Period | Stanines for Concepts about Print | | | | | | | | |
|----------|-----------------------------------|-------|-------|-------|-------|-------|-------|----|-------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Fall | 0–7 | 8–9 | 10–11 | 12–13 | 14–15 | 16–17 | 18–19 | 20 | 21–24 |
| Mid-Year | 0–13 | 14 | 15–16 | 17 | 18–19 | 20 | 21–22 | 23 | 24 |
| Year-End | 0–15 | 16–17 | 18 | 19 | 20–21 | 22 | 23 | 24 | – |

Ohio Word Test (OWT)

Purpose: To find if a child is developing a personal resource of reading vocabulary.

Task: Read a list of high-frequency words.

Scoring: Maximum score = 20.

| Period | Stanines for Ohio Word Test | | | | | | | | |
|----------|-----------------------------|-------|------|-------|-------|-------|-------|-------|-------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Fall | 0* | 1* | 2* | 3–5 | 6–8 | 9–11 | 12–14 | 15–17 | 18–20 |
| Mid-Year | 0–5 | 6–8 | 9–10 | 11–13 | 14–15 | 16–18 | 19–20 | – | – |
| Year-End | 0–13 | 14–15 | 16 | 17 | 18–19 | 20 | – | – | – |

* The raw scores in this stanine do not correspond to the mean and standard deviation for this task. They have been adjusted for the purpose of Reading Recovery student selection.

Writing Vocabulary (WV)

Purpose: To find if a child is building a personal resource of words that can be written.

Task: Write all known words in 10 minutes.

Scoring: Count of words in a 10 minute time limit.

| Period | Stanines for Writing Vocabulary | | | | | | | | |
|----------|---------------------------------|-------|-------|-------|-------|-------|-------|-------|-----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Fall | 0-1* | 2* | 3-7 | 8-13 | 14-19 | 20-24 | 25-30 | 31-36 | 37+ |
| Mid-Year | 0-12 | 13-20 | 21-28 | 29-35 | 36-43 | 44-51 | 52-58 | 59-66 | 67+ |
| Year-End | 0-22 | 23-31 | 32-40 | 41-49 | 50-58 | 59-67 | 68-76 | 77-85 | 86+ |

* The raw scores in this stanine do not correspond to the mean and standard deviation for this task. They have been adjusted for the purpose of Reading Recovery student selection.

Hearing and Recording Sounds in Words (HRSIW)

Purpose: To assess phonemic awareness by determining how well a child represents the sounds of letters and clusters of letters in graphic form.

Task: Write a dictated sentence, with credit for sounds correctly represented.

Scoring: Maximum score = 37.

| Period | Stanines for Hearing and Recording Sounds in Words | | | | | | | | |
|----------|--|-------|-------|-------|-------|-------|-------|-------|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Fall | 0-5 | 6-10 | 11-15 | 16-20 | 21-25 | 26-30 | 31-35 | 36-37 | - |
| Mid-Year | 0-24 | 25-27 | 28-29 | 30-32 | 33-34 | 35-37 | - | - | - |
| Year-End | 0-29 | 30-31 | 32 | 33-34 | 35-36 | 37 | - | - | - |

Text Reading Level (TRL)

Purpose: To determine an appropriate level of text difficulty and to record, using a running record, what a child does when reading continuous text.

Task: Read texts representing a gradient of difficulty until the highest text level with 90% or better accuracy is determined, with teacher recording behaviors during the oral reading.

Scoring: Maximum score = 30.

| Period | Stanines for Text Reading Level | | | | | | | | |
|----------|---------------------------------|-----------------|-------|-------|-------|-------|-------|-------|-------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Fall | 0* ¹ | 0* ² | 1* | 2* | 3-5 | 6-8 | 9-10 | 12 | 14-30 |
| Mid-Year | 0* | 1-2* | 3-6 | 7-10 | 12-14 | 16-18 | 20-22 | 24-26 | 28-30 |
| Year-End | 0-6 | 7-10 | 12-14 | 16-18 | 20 | 22-24 | 26-28 | 30 | - |

* The raw scores in this stanine do not correspond to the mean and standard deviation for this task. They have been adjusted for the purpose of Reading Recovery student selection.

¹ A child who **does not** read the Level 1 text with 90% accuracy *even after it has first been read entirely by the teacher* is assigned a score of zero for data collection. A child who has an opportunity to read his own dictated text as written and reread by the teacher is also assigned a score of zero. Use stanine 1 for student selection in fall. See **Observing Early Responses to Text**.

² A child who **does** read the Level 1 text with 90% accuracy *only after it has first been read entirely by the teacher* is assigned a score of zero for data collection. Use stanine 2 for student selection in fall. See **Observing Early Responses to Text**.

Instrumento de Observación tasks

As with the Observation Survey tasks, some of these stanines have been adjusted for the purpose of Descubriendo la Lectura student selection. Use fall stanines from August to November, mid-year stanines from December to February, and year-end stanines from March to July.

Identificación de Letras (IL)

Purpose: To find what letters a child knows and the preferred mode of identification.

Task: Identify upper- and lower-case letters including “ch”, “ll”, “ñ”, “rr”, “a”, and “g”.

Scoring: Maximum score = 61.

| Period | Stanines for Identificación de Letras | | | | | | | | |
|----------|---------------------------------------|-------|-------|-------|-------|-------|-------|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Fall | 0–27 | 28–34 | 35–40 | 41–46 | 47–52 | 53–58 | 59–61 | – | – |
| Mid-Year | 0–45 | 46–48 | 49–51 | 52–54 | 55–58 | 59–61 | – | – | – |
| Year-End | 0–49 | 50–51 | 52–54 | 55–57 | 58–59 | 60–61 | – | – | – |

Conceptos del Texto Impreso (CTI)

Purpose: To find what a child has learned about how spoken language is put into print.

Task: Perform a variety of tasks during book reading by the teacher.

Scoring: Maximum score = 25.

| Period | Stanines for Conceptos del Texto Impreso | | | | | | | | |
|----------|--|-------|-------|-------|-------|-------|-------|-------|-------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Fall | 0–5 | 6–7 | 8–10 | 11–12 | 13–14 | 15–16 | 17–18 | 19–20 | 21–25 |
| Mid-Year | 0–13 | 14 | 15–16 | 17 | 18–19 | 20 | 21–22 | 23 | 24 |
| Year-End | 0–15 | 16–17 | 18 | 19 | 20–21 | 22 | 23 | 24 | – |

Prueba de Palabras (PP)

Purpose: To find if a child is developing a personal resource of reading vocabulary.

Task: Read a list of high-frequency words.

Scoring: Maximum score = 20.

| Period | Stanines for Prueba de Palabras | | | | | | | | |
|----------|---------------------------------|-------|-------|-------|-------|-------|-------|----|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Fall | 0* | 1* | 2–5 | 6–8 | 9–12 | 13–15 | 16–19 | 20 | – |
| Mid-Year | 0–9 | 10–11 | 12–14 | 15–16 | 17–18 | 19–20 | – | – | – |
| Year-End | 0–13 | 14 | 15–16 | 17–18 | 19 | 20 | – | – | – |

* The raw scores in this stanine do not correspond to the mean and standard deviation for this task. They have been adjusted for the purpose of Descubriendo la Lectura student selection.

Escritura de Vocabulario (EV)

Purpose: To find if a child is building a personal resource of words that can be written.

Task: Write all known words in 10 minutes.

Scoring: Count of words in a 10 minute time limit.

| Period | Stanines for Escritura de Vocabulario | | | | | | | | |
|----------|---------------------------------------|-------|-------|-------|-------|-------|-------|-------|-----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Fall | 0* | 1* | 2-7 | 8-13 | 14-18 | 19-24 | 25-30 | 31-36 | 37+ |
| Mid-Year | 0-8 | 9-16 | 17-23 | 24-30 | 31-37 | 38-44 | 45-51 | 52-58 | 59+ |
| Year-End | 0-15 | 16-23 | 24-32 | 33-40 | 41-49 | 50-57 | 58-65 | 66-74 | 75+ |

* The raw scores in this stanine do not correspond to the mean and standard deviation for this task. They have been adjusted for the purpose of Descubriendo la Lectura student selection.

Oír y Anotar los Sonidos en las Palabras (OASP)

Purpose: To assess phonemic awareness by determining how well a child represents the sounds of letters and clusters of letters in graphic form.

Task: Write a dictated sentence, with credit for sounds correctly represented.

Scoring: Maximum score = 39.

| Period | Stanines for Oír y Anotar los Sonidos en las Palabras | | | | | | | | |
|----------|---|-------|-------|-------|-------|-------|-------|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Fall | 0-6 | 7-12 | 13-18 | 19-24 | 25-30 | 31-35 | 36-39 | - | - |
| Mid-Year | 0-25 | 26-28 | 29-31 | 32-34 | 35-37 | 38-39 | - | - | - |
| Year-End | 0-29 | 30-31 | 32-34 | 35-36 | 37-38 | 39 | - | - | - |

Análisis Actual del Texto (AAT)

Purpose: To determine an appropriate level of text difficulty and to record, using a running record, what a child does when reading continuous text.

Task: Read texts representing a gradient of difficulty until the highest text level with 90% or better accuracy is determined, with teacher recording behaviors during the oral reading.

Scoring: Maximum score = 30.

| Period | Stanines for Análisis Actual del Texto | | | | | | | | |
|----------|--|-----------------|-------|-------|-------|-------|-------|-------|-------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Fall | 0* ¹ | 0* ² | 1* | 2* | 3-5 | 6-8 | 9-10 | 12 | 14-30 |
| Mid-Year | 0* | 1* | 2-6 | 7-10 | 12-14 | 16-18 | 20-22 | 24-26 | 28-30 |
| Year-End | 0-5 | 6-9 | 10-12 | 14-16 | 18-20 | 22-24 | 26-28 | 30 | - |

* The raw scores in this stanine do not correspond to the mean and standard deviation for this task. They have been adjusted for the purpose of Descubriendo la Lectura student selection.

¹ A child who **does not** read the Level 1 text with 90% accuracy *even after it has first been read entirely by the teacher* is assigned a score of zero for data collection. A child who has an opportunity to read his own dictated text as written and reread by the teacher is also assigned a score of zero. Use stanine 1 for student selection in fall. See **Observing Early Responses to Text**.

² A child who **does** read the Level 1 text with 90% accuracy *only after it has first been read entirely by the teacher* is assigned a score of zero for data collection. Use stanine 2 for student selection in fall. See **Observing Early Responses to Text**.

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