

Expressive
Performance Assessment

Form A

Teacher Booklet

Student reads all materials independently

Student Name: _____

Directions

Goal: Determine differences in performance between expressive and receptive tasks.

You have been assigned a specific form (A or B) for each Expressive and Receptive Task. Please refer to our request for which one should be administered first and which one should be administered second.

These tasks are to be administered in a one on one setting with your student. Use only the materials provided; do not make any substitutions as this is a research study and substitutions will invalidate the results.

For both the Expressive and Receptive tasks, read all of the prompts in **BOLD** to the student. You may repeat the prompt again, if needed. If the student needs additional prompting, model the first item for them and record the student's response as incorrect. Then tell him/her to try the rest.

Important: Directions or items may be signed to students who do not read. You may use any assistive technology this student is used to using. Please note this on the forms.

If the student misses 3 consecutive items, move to the next task.

Expressive Tasks

Read the directions only and present the student materials to the student. Mark the booklet accordingly with the student's correct or incorrect responses. This way, you are recording responses on the protocol for every student response, not just for the items that the student responds to incorrectly.

Receptive Tasks

Read the directions and the student materials (on cards distributed in front of the student) so he/she can identify which card you are reading. Read the words in the order provided in the teacher booklet. Spread the cards out on the table in a mixed-up or random order in front of the student so that they do not match the order in the teacher booklet.

Signs and Symbols Identification

Cut out the picture cards from the student materials.

Present the picture cards in the order shown in the left hand column of the table below. Place the pictures in a stack face down on the table in front of the student and say, **"Name each picture as I show you the picture card."** Continue presenting pictures one at a time as long as the student responds. Prompt the student after three seconds if the student has no response and then present the next card.

Record both the student's response and points in the table below. No response should be noted with NR for each item.

Points:

Commonly accepted name = 2 points

Description and/or less accepted name = 1 point

Incorrect name = 0 points

<i>Prompt</i>	<i>Student Response</i>	<i>Points</i>
1 Airport		/2
2 Cloudy with rain		/2
3 Telephone		/2
4 Do not walk		/2
5 Do not enter		/2
6 Recycle		/2
7 Poison		/2
8 Stop		/2
9 Wheelchair accessible		/2
10 Crosswalk		/2

Letter Names

Cut out the letter cards from the student materials.

Present the letter cards in the order shown in the left hand column of the table below. Place the cards in a stack on the table face down in front of the student and say, "**Name each letter as I show you the letter card.**" Continue presenting letters as long as the student responds. Prompt the student after three seconds if the student has no response and then present the next card. Record both the student's response and points in the table below.

Points:

The correct letter name is worth 2 points. If the student says or makes the sound a letter makes it is worth 1 point. An incorrect letter sound or letter name is worth 0 points. No response should be noted with NR for each item.

Letter name = 2 points

Letter sound = 1 point

Incorrect name = 0 points

<i>Prompt</i>	<i>Student Response</i>	<i>Points</i>
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1	m		/2
2	d		/2
3	F		/2
4	L		/2
5	e		/2
6	O		/2
7	A		/2
8	h		/2
9	r		/2
10	g		/2

Word Reading

Cut out the word cards from the student materials.

Present the word cards in the order shown in the left hand column of the table below. Place the cards in a stack face down on the table in front of the student and say, "**Read each word as I show you the word card.**" Continue presenting word cards as long as the student responds. Present the cards one at a time. Prompt the student after three seconds if the student has no response and then present the next card.

Record both the student's response and points in the table below. No response should be noted with NR for each item.

Points:

Completely correct (all blends and vowels) = 2 points

Any correct blends and vowels (beginning, middle, or end) = 1 point

Incorrect name = 0 points

<i>Prompt</i>	<i>Student Response</i>	<i>Points</i>
1 salt		/2
2 flat		/2
3 chip		/2
4 ate		/2
5 clap		/2
6 bold		/2
7 hurt		/2
8 jug		/2
9 part		/2
10 tree		/2

1	salt		/2
2	flat		/2
3	chip		/2
4	ate		/2
5	clap		/2
6	bold		/2
7	hurt		/2
8	jug		/2
9	part		/2
10	tree		/2

Sentence Reading

Cut out the sentence cards from the student materials.

Present the sentence cards in the order shown in the left hand column of the table below. Place the cards face down in a stack on the table in front of the student and say, "**Read each sentence as I show you the sentence card.**" Continue presenting cards as long as the student responds. Prompt the student after three seconds if no response and then present the next card.

Record both the student's response and points in the table below. No response should be noted with NR for each item.

Points:

Count the number of words in each sentence that are correctly read.

Each correctly read word = 1 point

<u>Prompt</u>	<u>Student Response</u>	<u>Points</u>
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1	Run fast.		/2
2	She is nice.		/3
3	We ate the food.		/4
4	The birds are flying low.		/5
5	Frogs jump up and down.		/5

Passage Reading

Remove the passage from the student materials.

Place the passage in front of the student and say, "**Read the story titled *A New Hat.***"

Count each word read correctly. Record the student's points in the table below.

Points:

Each word read correctly = 1 point

Prompt

Student Response

Points

1	My dad had an old hat.		/6
2	One day the dog ate it.		/6
3	The dog got sick.		/4
4	My dad became very sad.		/5
5	We went to the store to get a new one.		/10
6	The new hat made him very happy again.		/8

Passage Comprehension

Remove the passage and comprehension questions from the student materials.

Tell the student **“Read the story titled *Mole* and answer the questions at the end.”**
Record both the student's response and points in the table below. No response should be noted with NR for each item.

Points:

See answer key in table below.

Answer is specifically correct = 2 points

Answer is generally correct = 1 point

Answer is incorrect = 0 points

<i>Prompt</i>	<i>Student Response</i>	<i>Points</i>
1	Who is the main character?	2=Mole 1=an animal
2	Where did the story take place?	2=in the forest 1=outside
3	Why did Mole need glasses?	2=he could not read without them 1=to see
4	How did the problem get solved?	2=a special box was made 1=others helped him
5	How did he feel in the end?	2=he was upset AND he loved it 1=he was upset OR he loved it
6	What should Mole do to not have this problem?	2=use the box 1=keep his glasses

1	Who is the main character?	2=Mole	/2
		1=an animal	
2	Where did the story take place?	2=in the forest	/2
		1=outside	
3	Why did Mole need glasses?	2=he could not read without them	/2
		1=to see	
4	How did the problem get solved?	2=a special box was made	/2
		1=others helped him	
5	How did he feel in the end?	2=he was upset AND he loved it	/2
		1=he was upset OR he loved it	
6	What should Mole do to not have this problem?	2=use the box	/2
		1=keep his glasses	