

Expressive
Performance Assessment

Form B

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 them 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 the cards distributed in front of the student) so he/she can identify which card you are reading. Make sure that you read the words in the order provided in the teacher booklet. Spread the cards face up 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 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:

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 Railroad crossing		/2
2 Exit		/2
3 Partly cloudy		/2
4 Sunny		/2
5 Mail		/2
6 Picnic Area		/2
7 Ambulance		/2
8 Restaurant		/2
9 Male restroom		/2
10 Poison		/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 face down in a stack on the table in front of the student and say, "**Name each letter as I show you the letter card.**" Continue presenting the 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.

Points:

The correct letter name is worth 2 points. If the student says or makes the sound of the letter, 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>
1	D	/2
2	f	/2
3	b	/2
4	o	/2
5	t	/2
6	k	/2
7	s	/2
8	c	/2
9	N	/2
10	a	/2

1	D		/2
2	f		/2
3	b		/2
4	o		/2
5	t		/2
6	k		/2
7	s		/2
8	c		/2
9	N		/2
10	a		/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 face down in a stack 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. 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:

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 hot		/2
2 dark		/2
3 rich		/2
4 sleep		/2
5 boot		/2
6 mine		/2
7 that		/2
8 may		/2
9 mad		/2
10 fade		/2

1	hot		/2
2	dark		/2
3	rich		/2
4	sleep		/2
5	boot		/2
6	mine		/2
7	that		/2
8	may		/2
9	mad		/2
10	fade		/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 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. 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

Prompt

Student Response

Points

1	Hello Tom.		/2
2	Ann plays ball.		/3
3	Bob rides his bike.		/4
4	He is in the tree.		/5
5	Mom is in the room.		/5

Passage Reading

Remove the passage from the student materials.

Place the passage in front of the student and say, "**Read the story titled *Spot at the Park.***"

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

Points:

Each word read correctly = 1 point

<i>Prompt</i>	<i>Student Response</i>	<i>Points</i>
1	I took my dog for a walk.	/7
2	His name is Spot.	/4
3	We went to the park.	/5
4	I threw his ball.	/4
5	Spot ran in the grass and got the ball.	/9
6	We had a lot of fun at the park.	/9

1	I took my dog for a walk.		/7
2	His name is Spot.		/4
3	We went to the park.		/5
4	I threw his ball.		/4
5	Spot ran in the grass and got the ball.		/9
6	We had a lot of fun at the park.		/9

Passage Comprehension

Remove the passage and comprehension questions from the student materials.

Tell the student **“Read the story titled *Jeff’s Bike* 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>
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1	Who is the main character?	2=Jeff	/2
		1=a boy	
2	Where did the story take place?	2=near Jeff’s house	/2
		1=on a street	
3	Why did Jeff get in trouble?	2=he rode too far from the house	/2
		1=he didn’t listen to his mom	
4	How did the problem get solved?	2=he could not ride for a whole week	/2
		1=his mom got scared	
5	How did he feel about this problem?	2=Jeff was sad	/2
		1=he was in trouble	
6	What should Jeff do to not have this problem?	2=ride to the end of the street	/2
		1=ride near his home	