

Receptive
Performance Assessment

Form B

Teacher Booklet

Teacher reads all materials to student

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 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 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.

Randomly place all of the pictures face up on the table and say, "**Point to the picture as I say its name.**" Continue saying the name of each picture in the order listed in the table below. Prompt the student after 3 seconds if no response.

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

Points:

Correct identification = 1 point

Incorrect name = 0 points

Prompt

Student Response

Points

1	Walk		/1
2	Stop		/1
3	Telephone		/1
4	Do not walk		/1
5	Cloudy		/1
6	Railroad crossing		/1
7	Crosswalk		/1
8	Ambulance		/1
9	Wheelchair accessible		/1
10	No smoking		/1

Letter Names

Cut out the letter cards from the student materials.

Randomly place all of the letter cards face up on the table and say, "**Point to the letter as I say its name.**" Continue saying the name of each letter in the order listed in the table below. Prompt the student after 3 seconds if no response.

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

Points:

Correct letter name = 1 point

Incorrect letter name = 0 points

<i>Prompt</i>	<i>Student Response</i>	<i>Points</i>
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1	z		/1
2	H		/1
3	Q		/1
4	c		/1
5	j		/1
6	O		/1
7	f		/1
8	B		/1
9	T		/1
10	e		/1

Word Reading

Cut out the word cards from the student materials.

Randomly place all of the word cards face up on the table and say, "**Point to the word as I say it.**" Continue reading each word in the order listed in the table below. Prompt the student after 3 seconds if no response.

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

Points:

Correct word identification = 1 point

Incorrect word identification = 0 points

<i>Prompt</i>	<i>Student Response</i>	<i>Points</i>
1	deer	/1
2	late	/1
3	soft	/1
4	and	/1
5	will	/1
6	chat	/1
7	mom	/1
8	truck	/1
9	are	/1
10	hat	/1

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2	late		/1
3	soft		/1
4	and		/1
5	will		/1
6	chat		/1
7	mom		/1
8	truck		/1
9	are		/1
10	hat		/1

Sentence Reading

Cut out the sentence cards from the student materials.

Randomly place all of the sentence cards face up on the table and say, "**Point to the sentence as I read it to you.**" Continue reading each sentence in the order listed in the table below. Prompt the student after 3 seconds if no response.

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

Points:

Correct sentence identification = 1 point

Incorrect sentence identification = 0 points

<i>Prompt</i>	<i>Student Response</i>	<i>Points</i>
1 Sit up.		/1
2 Are you tired?		/1
3 She has new kittens.		/1
4 I can read books now.		/1
5 Will you be here today?		/1

1	Sit up.		/1
2	Are you tired?		/1
3	She has new kittens.		/1
4	I can read books now.		/1
5	Will you be here today?		/1

Passage Reading

Remove the passage and the sentence cards from the student materials. Cut out the six sets of three sentences.

Place the passage in front of the student and say, **“I will read a sentence from the story, *Sam the Dog*. A word will be missing from the sentence. Then, I will read three possible sentences to you. Point to the sentence with the correct missing word.”** Place the first set of sentences in front of the student. Read and show the student one sentence at a time. Uncover the sentence card and say, **“Point to the sentence with the correct missing word.”**

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

Points:

Correct sentence = 1 point

Incorrect sentence = 0 points

<u>Prompt</u>	<u>Student Response</u>	<u>Points</u>
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1	Sam the dog is (<i>like/very/well</i>) happy.		/1
2	He has long ears, big eyes, and a (<i>short/many/hair</i>) tail.		/1
3	(<i>She/They/Sam</i>) does neat tricks.		/1
4	He can play ball, roll (<i>sit/to/over</i>), and beg.		/1
5	He (<i>have/has/was</i>) many friends.		/1
6	He likes to (<i>play/be/must</i>) all day.		/1

Passage Comprehension

Remove the comprehension passage and questions from the student materials.

Tell the student: **“I’ll read the story titled *Jim’s Coins* and then ask you questions.”**
Read the passage out loud to the student. When you are finished, place the comprehension questions in front of the student and say, **“Now I’m going to ask you some questions about the story with three answer choices. Please select one of the three answers.”**

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

Points:

See answer key in the table below. Correct answers are in bold.

Correct answer = 1 point

Incorrect answer = 0 points

<i>Prompt</i>	<i>Student Response</i>	<i>Points</i>
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1	Who is the main character?	Jim a boy a friend	/1
2	Where did the story take place?	on beach in town outside	/1
3	What was Jim doing?	eating lunch collecting shells hiking	/1
4	How did he create a problem?	hiked on trail went home took coins	/1
5	How did he feel about this problem?	uncertain bad fine	/1
6	What should Jim do to not have this problem?	leave coins hide coins tell his mom	/1