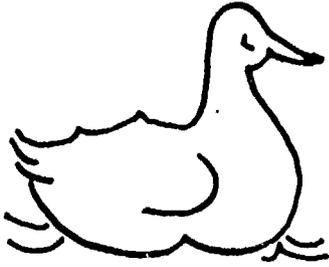
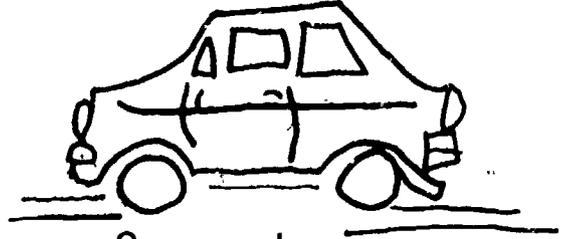


5.



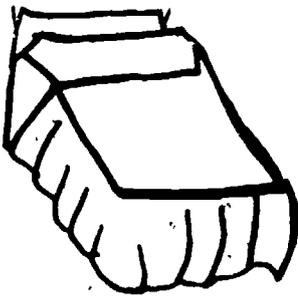
- duck
 run
 dress

6.



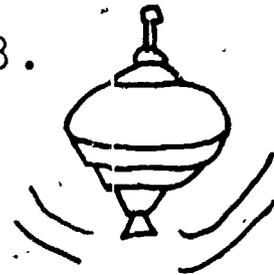
- cat
 play
 car

7.



- bus
 bed
 pan

8.



- top
 girl
 store

STOP

Number Correct
Possible Score

8

ED109231

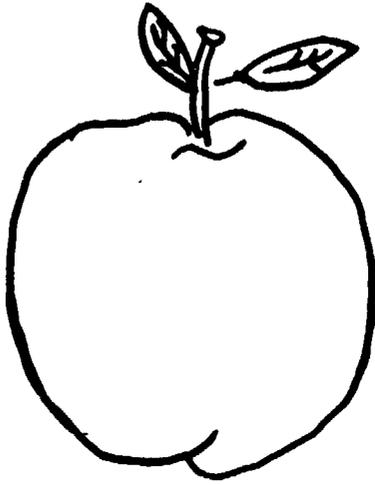
D.P.I. Primary Reading
Criterion-referenced Screening Test
Level I

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
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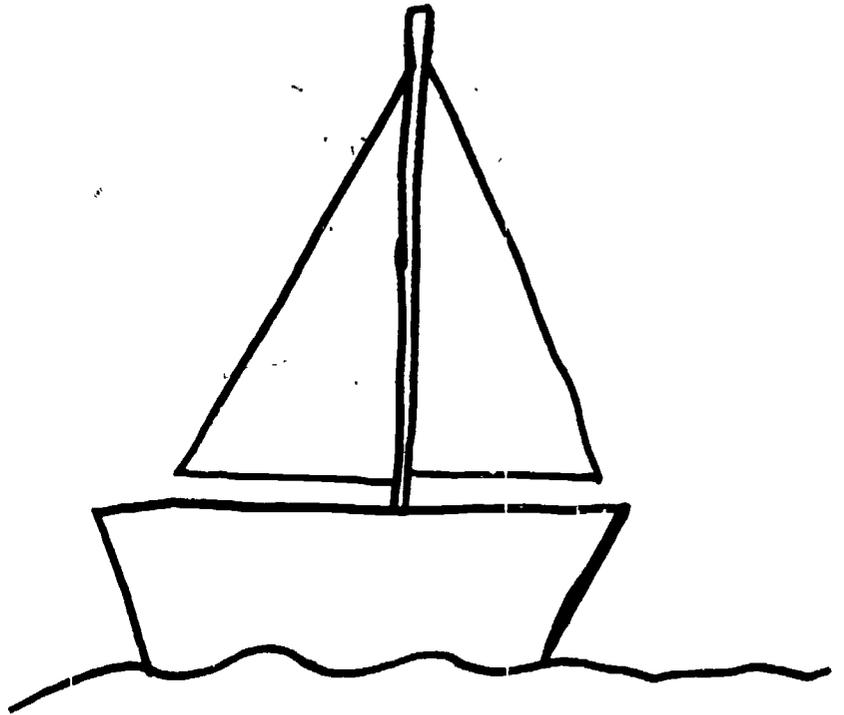
Student's Name _____
I.D. Number _____
School _____
Grade _____
Teacher _____
Date _____

TM 004 692

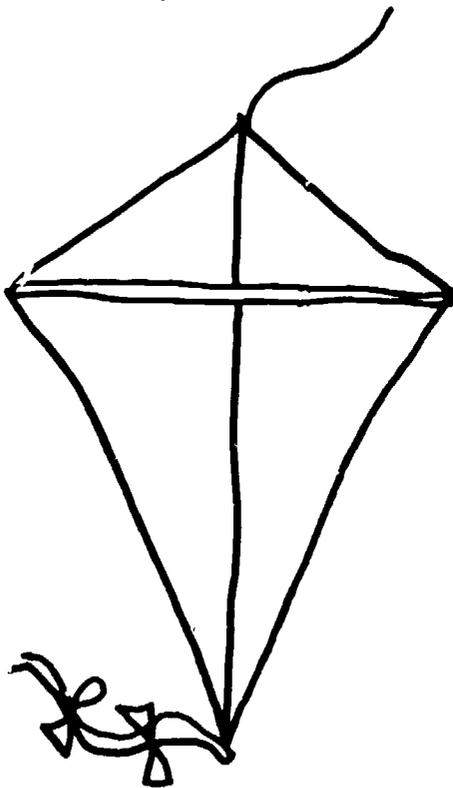




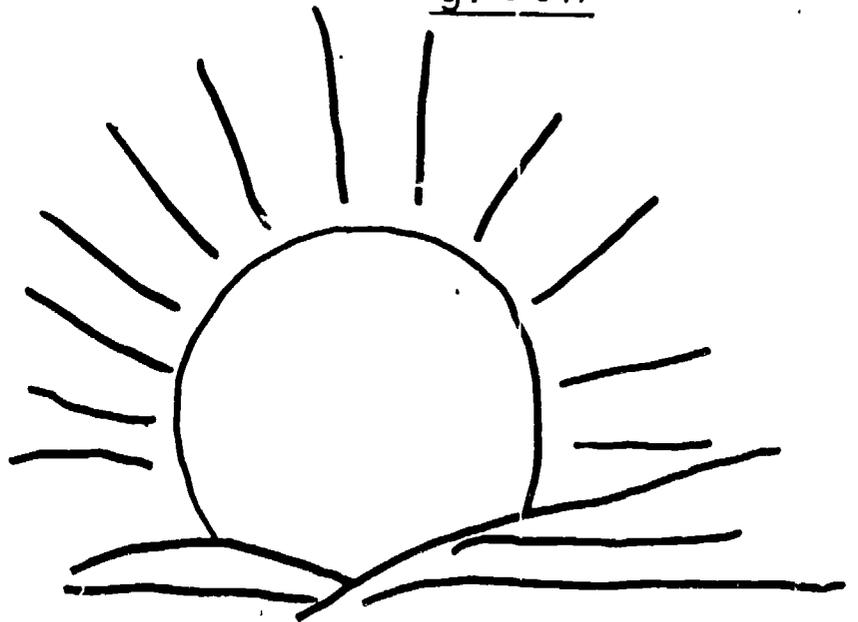
red



green

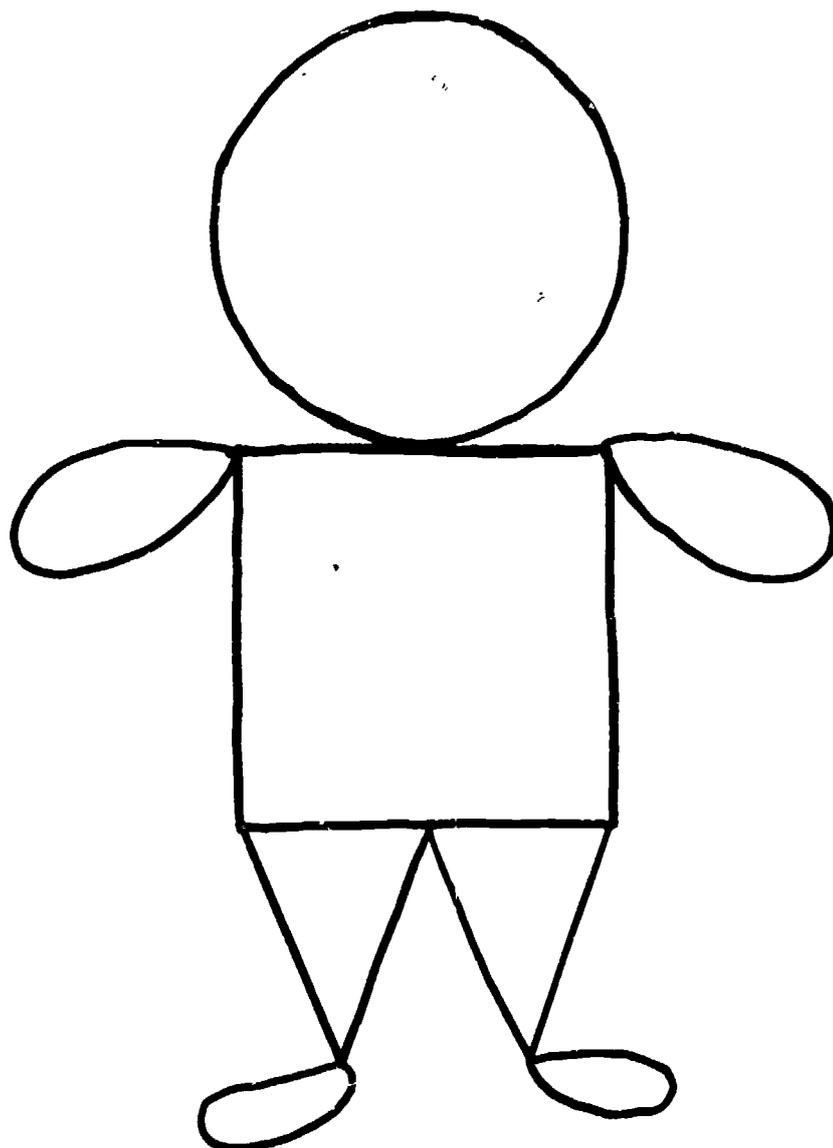


blue

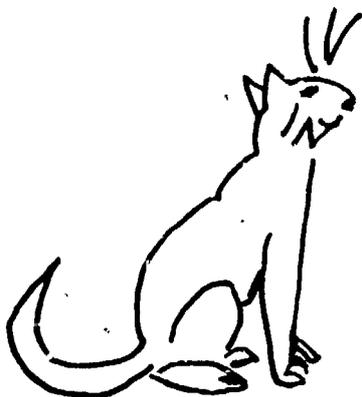


yellow

2 2. Shape Identification



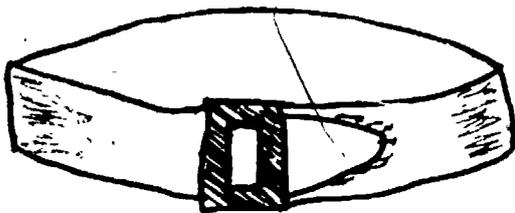
Number Correct _____
Possible Score _____ 2



0



0



0



0

5

Number Correct _____
Possible Score 2

A. a m f A b
 0 0 0 0 0

1. M m n H u
 0 0 0 0 0

2. V w M W n
 0 0 0 0 0

3. B d b P g
 0 0 0 0 0

Number of Correct
 Possible Score

A.

| | | | | |
|------|------|------|------|------|
| play | paly | yalp | play | ypal |
|------|------|------|------|------|

0 0 0 0

1.

| | | | | |
|------|------|------|------|------|
| stop | tops | pots | opts | stop |
|------|------|------|------|------|

0 0 0 0

2.

| | | | | |
|------|------|------|------|------|
| milk | klim | mkil | milk | limk |
|------|------|------|------|------|

0 0 0 0

3.

| | | | | |
|-------|-------|-------|-------|-------|
| never | reven | never | veren | evern |
|-------|-------|-------|-------|-------|

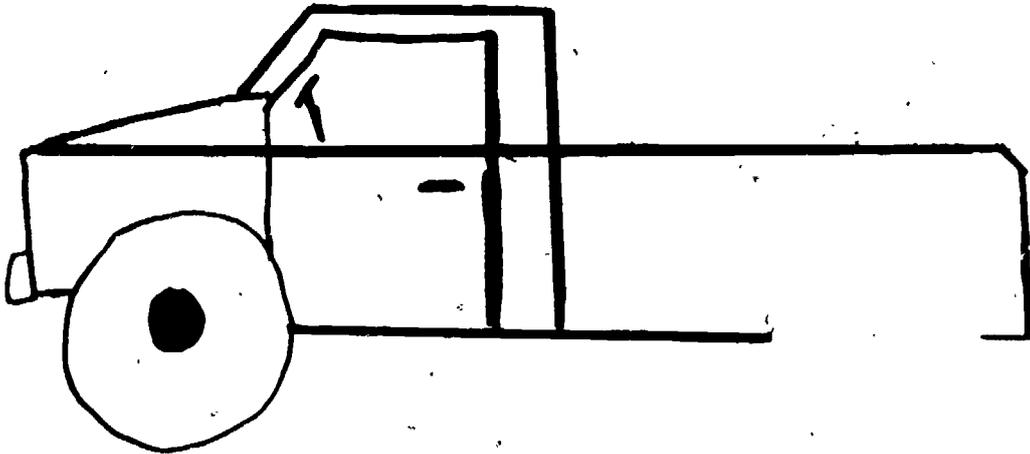
0 0 0 0

7

Number Correct

Possible Score

3



7. Word Recognition

A.

0 cake

0 eat

0 car

B.

0 dog

0 go

0 daddy

1.

0 bike

0 big

0 help

2.

0 children

0 child

0 fat

3.

0 store

0 street

0 corner

4.

0 work

0 came

0 wagon

7. Word Recognition (Continued)

5.

- 0 yes
- 0 yellow
- 0 will

6.

- 0 man
- 0 tree
- 0 may

7.

- 0 ball
- 0 balloon
- 0 here

8.

- 0 saw
- 0 make
- 0 soon

9.

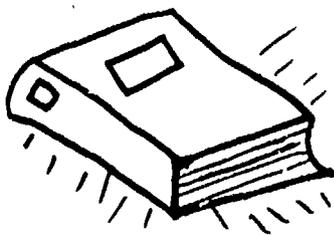
- 0 play
- 0 pet
- 0 went

10.

- 0 little
- 0 eat
- 0 look

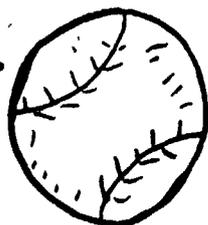
Number Correct _____
Possible Score 10 _____

A.



- 0 book
- 0 hat
- 0 cage

1.



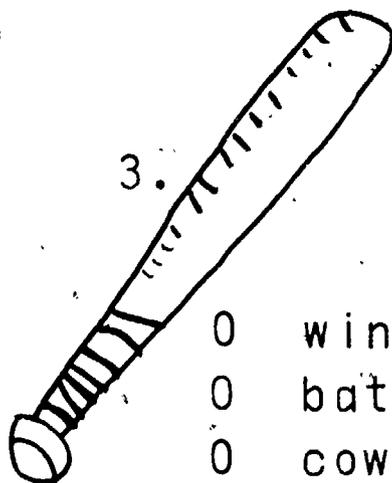
- 0 ball
- 0 dog
- 0 feet

2.



- 0 tree
- 0 barn
- 0 house

3.



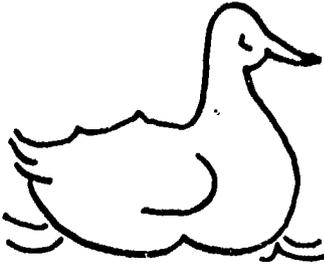
- 0 window
- 0 bat
- 0 cow

4.



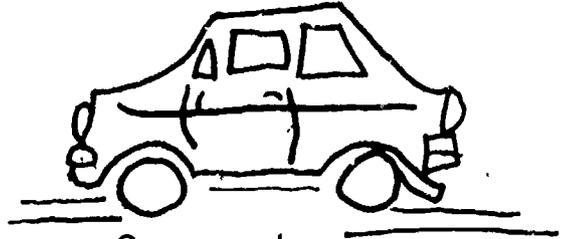
- 0 hat
- 0 store
- 0 baby

5.



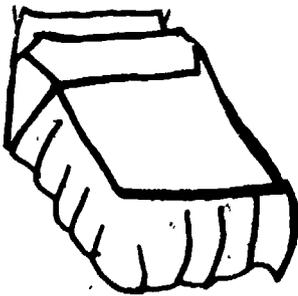
- duck
- run
- dress

6.



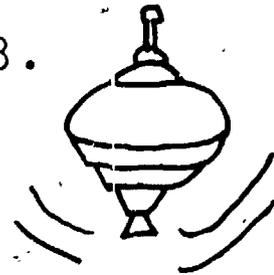
- cat
- play
- car

7.



- bus
- bed
- pan

8.



- top
- girl
- store

STOP.

Number Correct _____
Possible Score 8 _____

A.

toy
0

good
0

we
0

B.

saw
0

baby
0

yellow
0

1.

made
0

home
0

bus
0

2.

cake
0

dog
0

Jack
0

9. Initial Sounds
(Continued)

3

box
0run
0happy
0

4.

car
0know
0went
0

5.

fast
0help
0book
0

6.

ducks
0pony
0little
0

9. Initial Sounds
(Continued)

7.

food

bird

nest

0

0

0

8.

sat

zoo

cage

0

0

0

9.

stop

show

what

0

0

0

10.

thing

chair

call

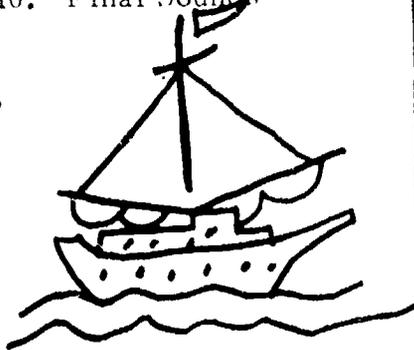
0

0

0

15Number correct _____
Possible Score _____ 10

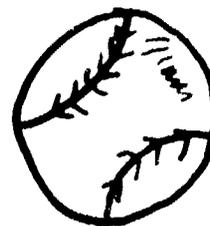
A.



0



0

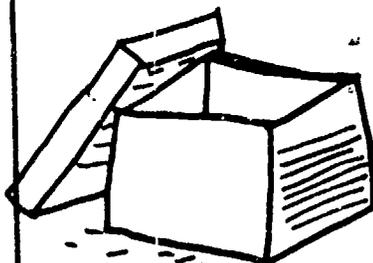


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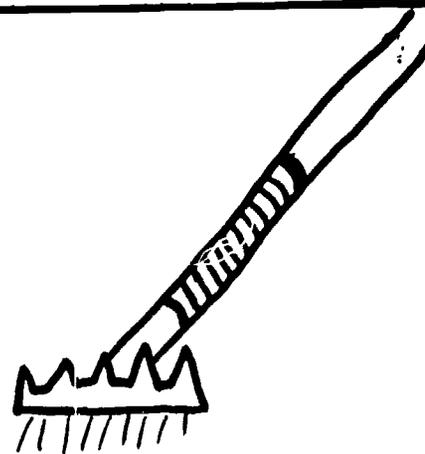
1.



0

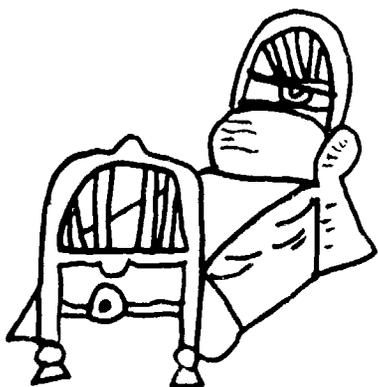


0



0

2.



0

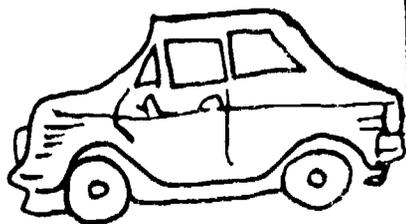


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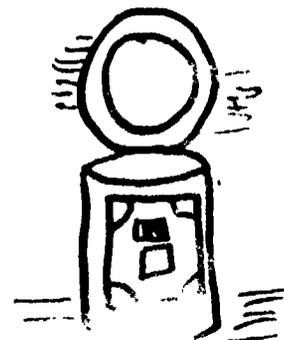


0

3.



0



0

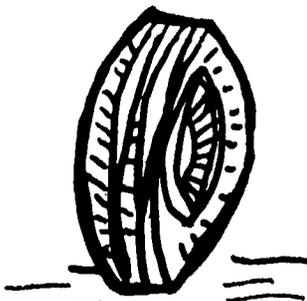
10. Final Sounds
(Continued)

15

4.



0

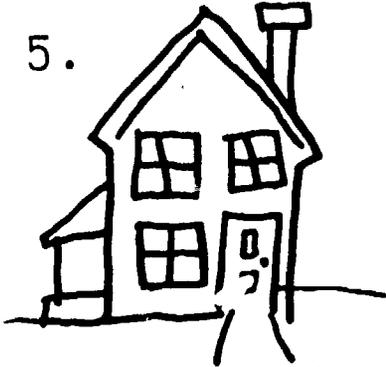


0



0

5.



0



0

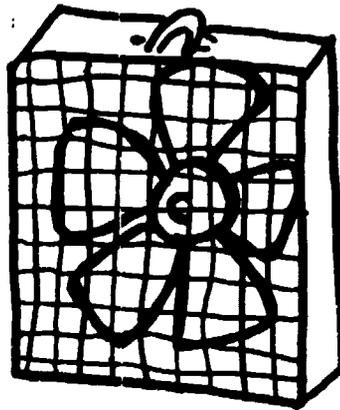


0

6.



0



0

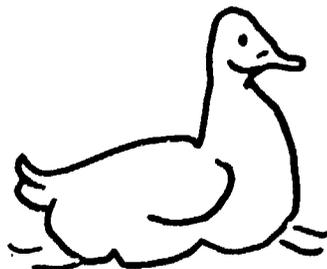


0

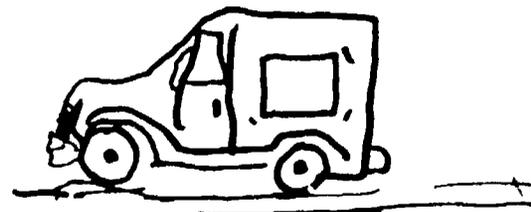
7.



0



0



0

17

Number Correct _____
Possible Score 7

A.



- 0 We help mother.
- 0 Father rides the train.
- 0 The boy can jump.

1.



- 0 See the ball.
It can go up
and down.
- 0 Here is Jack's
pet.
He looks funny.

2.



- 0 See the house.
- 0 The dog runs.
- 0 Look at the ball.

3.



- 0 I like to play.
- 0 Daddy can ride.
- 0 This is a birthday cake.

4.



The man has a boat.
o He will paint the
boat blue and red.

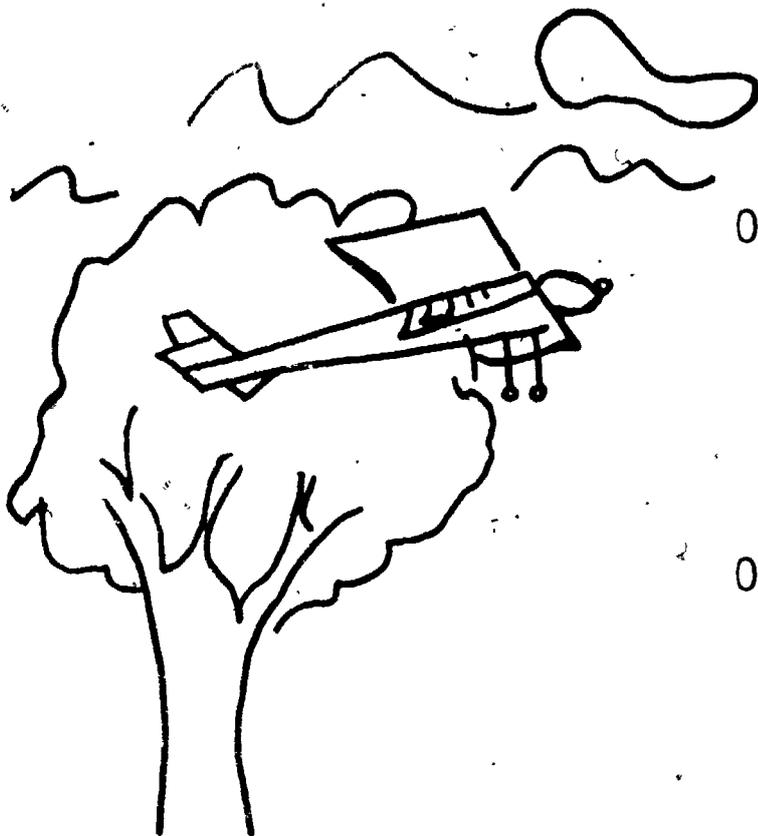
Mary has a new dress.
o I like my new green
dress.

5.



Mother said, "Tom
o the dog wants
something to eat."

Ann has a pet cat.
o The little cat can
run and play.

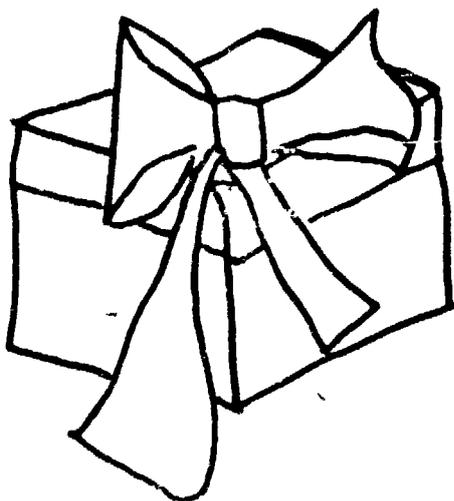


Ted's airplane
is lost.

0 He can't find
it.

Sue said, "Come
0 here Ted. Your
airplane is in
the tree."

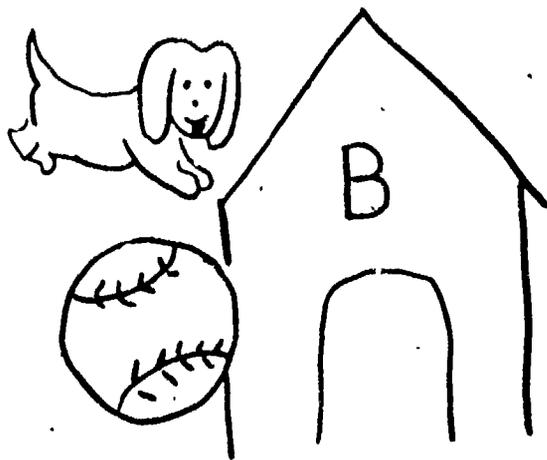
7.



Tim said, "What
is this? I see
0 a big box. Is
there a surprise
in it?"

"Yes," said
father. "It is
0 something you will
like. Can you
guess what it is?"

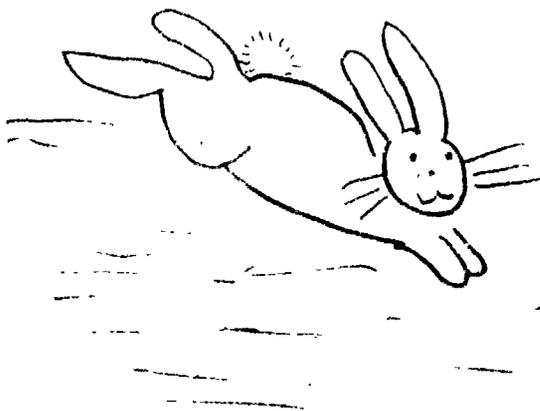
8.



Jack's dog is Blackie.
0 Blackie can help.
He can help Jack work.

One day Jack threw
0 the ball far away.
Blackie found the
ball by the doghouse.

9.



Mother rabbit said,
0 "See here! You are a
baby rabbit. Rabbits
don't swim."

— "Don't you want to hop?
— 0 A baby rabbit can run
and jump and hop."

DPI Criterion-Referenced Screening Test

Level I

Directions for Administering Test

Test Prepared by - DPI Primary Reading
Central Office Staff

Joyce Zimpelmann, Director

TM 004 392

| | <u>Perception</u> | | <u>Possible Score</u> |
|--------|--------------------|--------|---------------------------|
| Item 1 | Color Recognition | page 1 | 4 |
| Item 2 | Shapes | page 2 | 2 |
| Item 3 | Sizes | page 3 | 2 |
| Item 4 | Alphabet | page 4 | 3 |
| Item 5 | Word Configuration | page 5 | 3 |
| Item 6 | Missing Parts | page 6 | 2 |

Vocabulary

| | | | |
|--------|------------------|----------------|----|
| Item 7 | Word Recognition | pages 7 and 8 | 10 |
| Item 8 | Word Meaning | pages 9 and 10 | 8 |

STOP

Word Analysis

| | | | |
|---------|----------------|------------------|----|
| Item 9 | Initial Sounds | pages 11, 12, 13 | 10 |
| Item 10 | Final Sounds | pages 14, 15 | 7 |

Comprehension

| | | | |
|---------|---------|--------------------------------|----------------|
| Item 11 | Literal | pages 16, 17, 18 19, and 20 | $\frac{9}{60}$ |
|---------|---------|--------------------------------|----------------|

DPI CRITERION-REFERENCED SCREENING TEST, LEVEL 1

Directions for Administering Test

A. Purpose

Diagnosis is basic to all intelligent teaching. Its function is to facilitate the optimum development of every pupil through planning and implementing learning experiences which will capitalize upon his strengths and interests and minimize his weakness.

Diagnosis is an identification of strengths and weaknesses based upon observable performance. The heart of diagnosis is an intelligent interpretation of facts that leads to prescription development geared to meeting each individual's needs. Diagnosis, then must precede prescription and is the foundation of solid, relevant instruction.

The three levels of diagnosis are: over-all screening, specific skills determination and intensive, causal delineation. It is with the first two areas that the DPI Criterion-referenced Screening Test is concerned.

The comprehensive achievement test given to the DPI pupils last year indicated that many of them had made great strides in their ability to read. This test gave us an approximate grade placement level as a point of reference. It does not, however, pinpoint the pupils' abilities and needs.

The DPI second and third graders passed many criterion-referenced skills tests-especially in the areas of perception and comprehension. We need an up-date, however, on the skills they have retained and internalized. We need to know where to start and what to emphasize skill-wise. The DPI Criterion-referenced Screening Test purports to do this.

This test was devised in the following manner: the major objectives delineated in the Revised Quad Manual were listed and the major skills areas within each objective noted. These skills areas were then summarized and over-lapping between sections indicated. At that point, survey test items were written for each skill area, i. e., basic sight words, consonant sounds and clusters, consonant and blends, vowel and diphthongs, etc.

The Student's Profile Sheet will indicate each pupil's strengths and weaknesses. The teacher will be able to use this summary to determine which skill clusters the pupil has mastered and which he needs additional instruction in.

The DPI Criterion-referenced Screening Test, Level 1, then, will serve as an interim measuring device for each child at the mid-point of the first year.

B. Administration Procedures

The DPI Criterion-referenced Screening Test may be administered to a group of children by the Reading Specialist or classroom teacher assisted by the monitoring technician. If the test is given to 15 children or more at a time, a second person should be with the tester in order to monitor the children making sure that they follow procedures correctly.

The test should be given in two morning sessions each lasting no longer than one-hour. The test should be done in less time than this but ample time should be given for pupils to respond.

Children should be seated so that they can easily hear the examiner and see the board. All test directions are to be read to the pupils but no further elaboration should be given unless specifically indicated. This is important since we are testing to see if the pupil has internalized the skill-if he understand the process.

The test vocabulary should present no problems since the words used are no higher than first grade level.

Follow the directions as they are itemized.

1. Color Recognition

Each pupil should have at least six crayons of different colors. Ask pupil to follow as you read the directions to them. Call attention to the four pictures. **DO NOT READ THE NAMES OF THE COLORS.** This is part of the test. Look at the pictures. Color the pictures as directed.

2. Shape Identification

Ask pupils to follow as you read the directions to them. Read the first direction. **PAUSE BRIEFLY** until the selection has been made. Now read the second direction. Allow a brief time for marking the shapes. Look at the picture of the man. Put the number 1 inside of the circle. Put the number 2 inside of the square.

3. Size Concepts

Ask pupils to follow as you read the directions to them. Call attention to the first picture. Read the first direction. **PAUSE BRIEFLY** until the selection has been made. Read the second direction. Allow a brief time for marking the answer. Discourage random guessing. Fill in the space under the bigger cat. Now fill in the space under the thinner belt.

4. Alphabet Recognition

Preparation: Write item A on the chalkboard.

A. a m f A b
 o o o o o

Directions: Instruct the children to look at page 4 and follow as you read the directions to them. Call attention to the row of letters in sample A. Have the pupils to fill in the space under the two letters in the row that have the same name. (Fill in the space under the letters a and A on the chalkboard.)

(Make certain by observing the children's work that the directions are understood.) Then continue by instructing them to do the next three rows as they did the example.

5. Word Configuration

Preparation: Write item A on the chalkboard.

A

| | | | | |
|------|------|------|------|------|
| play | paly | yalp | play | ypal |
| | o | o | o | o |

Directions: Instruct the children to look at page 5 and follow as you read the directions to them. Call attention to the word play on the chalkboard. (Have the children to look at the word play in their booklets.) Ask the children to look at the four words that follow it and fill in the space under the word that is identical. (Fill in the space under the word play on the chalkboard.)

(Make certain by observing the children's work that the directions are understood.) Then continue by instructing them to do the next three rows as they did the example.

6. Part-Whole Relationships

Directions: Instruct the children to turn to page 6 and follow as you read the directions to them. Call attention to the two pictures. Have the children look at each picture and draw the part of the picture that is missing.

7. Word Recognition

Preparation: Write items A and B on the chalkboard before starting the test.

| | | | | | |
|----|--------------------------|------|----|--------------------------|-------|
| A. | <input type="checkbox"/> | cake | B. | <input type="checkbox"/> | dog |
| | <input type="checkbox"/> | eat | | <input type="checkbox"/> | go |
| | <input type="checkbox"/> | car | | <input type="checkbox"/> | daddy |

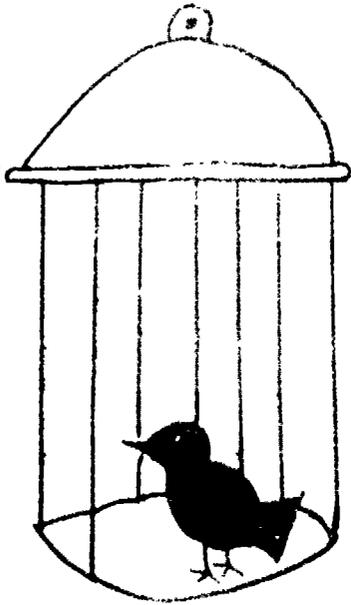
Open your books to page 7.

Directions: Find the letter A at the top of the page and look at the three words in that box. Find the word CAKE. Fill in the space in front of the word CAKE. Now find the letter B and look at the three words in that box. Find the word DOG. Fill in the space in front of the word DOG.

(Make certain by observing the children's work that the directions are understood. Then continue by saying the words listed below. Use the directions as in the example saying each word twice.)

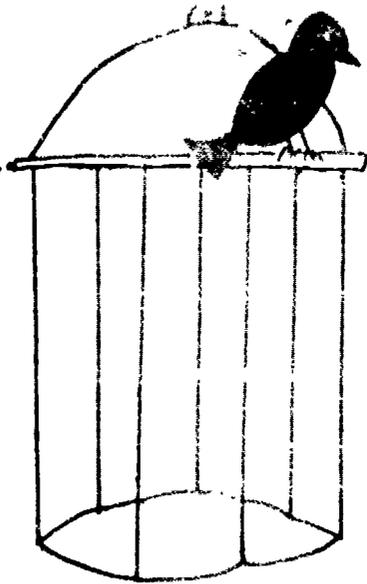
- | | |
|---------------|-------------|
| 1. help | 2. children |
| 3. store | 4. came |
| Turn the page | |
| 5. will | 6. tree |
| 7. balloon | 8. saw |
| 9. went | 10. eat |

1.



- by the cage
- over the cage
- in the cage

2.



- off the cage
- on the cage
- under the cage

10. _____

Number Correct _____
Possible Score _____

under baby on the chalkboard.) (Before continuing make certain by observing the children's work that the directions are understood. Then continue with the rest of the test, using the words listed below. Say each word twice as in the examples, but do not read the words in the test booklet and do not give the answers. Make certain that the children complete each of the 10 items. Items 3-6 are on page 12 and items 7-10 are on page 13.)

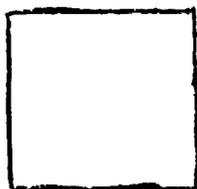
- | | |
|-----------|--------------|
| 1. mother | 6. pocket |
| 2. jump | 7. new |
| 3. help | 8. see |
| 4. we | 9. she |
| 5. funny | 10. children |

10. Final Sounds

Directions: Open your booklets to page 14. Find the letter A at the top of the page, and look at the three pictures on that row. The three pictures are boat, coat, ball. Which picture names sound alike at the end? Yes, boat and coat. BE SURE THAT THE CHILDREN FILL IN BOTH SPACES. Make certain by observing the children's work that the directions are understood. Then continue by telling the children to look at the three pictures in number 1 and to fill in the space below the two pictures whose names sound alike at the end. Continue with each item 1-7. (Be sure that the children understand that items 4-7 are on page 15.)

11. Literal Comprehension

Preparation: Before starting the test, write item A on the chalkboard without the picture but with the box.

- A.  0 We help mother.
0 Father rides the train
0 The boy can jump.

Directions:

Open your booklet to page 16. (Check to see that the children have turned to the correct page.) Put your marker under the first picture. (Point to the correct place in a test booklet.) Look at the picture, then read the three sentences beside it to yourselves. (Pause) Find the one that tells about the picture. (Pause) Fill in the space in front of the sentence that tells about the picture.

Let's look at the sentences together. WE HELP MOTHER. FATHER RIDES THE TRAIN. THE BOY CAN JUMP. The answer is THE BOY CAN JUMP. Fill in the space in front of THE BOY CAN JUMP. (Fill in the space on the chalkboard.) (Make certain that the children complete each of the nine items which will complete the test. Check throughout the test to see that the children are doing all of the pages.)

Student's Profile

A. Tally Sheet

Pupil's Name _____ Grade _____

I. D. Number _____ Teacher _____

DPI-CRI Screening Test: Level _____ Date of Test _____

School _____

| <u>Item No.</u> | | <u>Possible Score</u> | <u>Pupil's Score</u> |
|-----------------|--------------------------|-----------------------|----------------------|
| | <u>Perception</u> | | |
| 1. | Color Recognition | 4 | _____ |
| 2. | Shape Identification | 2 | _____ |
| 3. | Size Concepts | 2 | _____ |
| 4. | Alphabet Recognition | 3 | _____ |
| 5. | Word Configuration | 3 | _____ |
| 6. | Part-Whole Relationships | 2 | _____ |
| | | <u>16</u> | |
| | <u>Vocabulary</u> | | |
| 7. | Word Recognition | 10 | _____ |
| 8. | Word Meaning | 8 | _____ |
| | | <u>18</u> | |
| | <u>Word Analysis</u> | | |
| 9. | Initial Sounds | 10 | _____ |
| 10. | Final Sounds | 7 | _____ |
| | | <u>17</u> | |
| | <u>Comprehension</u> | | |
| 11. | Literal | 9 | _____ |
| | | <u>9</u> | |

Skills Summary

| | <u>Possible Score</u> | <u>Pupil's Score</u> |
|---------------|-----------------------|----------------------|
| Perception | 16 | _____ |
| Vocabulary | 18 | _____ |
| Word Analysis | 17 | _____ |
| Comprehension | 9 | _____ |
| Total | <u>60</u> | |

Answer Key - - DPI Criterion-referenced Screening Test - - Level 1

1. apple - red
boat - green
kite - blue
sun - yellow

2. 

3. bigger cat
thinner belt

4. 1) Mm
2) wW
3) Bb

5. 1) stop
2) milk
3) never

6. the clown - ear
the truck - wheel

7. 1) help 6) tree
2) children 7) balloon
3) store 8) saw
4) came 9) went
5) will 10) eat

8. 1) ball 5) duck
2) house 6) car
3) bat 7) bed
4) hat 8) top

9. 1) made 6) pony
2) Jack 7) nest
3) happy 8) sat
4) went 9) show
5) fast 10) chair

10. 1) cake - rake
2) hat - cat
3) car - star
4) fire - tire
5) house - mouse
6) man - fan
7) duck - truck

11. 1) Here is Jack's pet. He looks funny.
2) See the house.
3) This is a birthday cake.
4) Mary has a new dress. I like my new dress.
5) Mother said, "Tom the dog wants something to eat."
6) Sue said, "Come here Ted. Your airplane is in the tree."
7) Tim said, "What is this? I see a big box. Is there a surprise in it?"
8) One day Jack threw the ball far away. Blackie found the ball by the doghouse.
9) "Don't you want to hop? A baby rabbit can run and jump and hop."

D.P.I. Primary Reading
Criterion-referenced Screening Test
Level II

Student's Name _____

I.D. Number _____

School _____

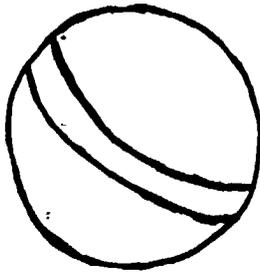
Grade _____

Teacher _____

Date _____

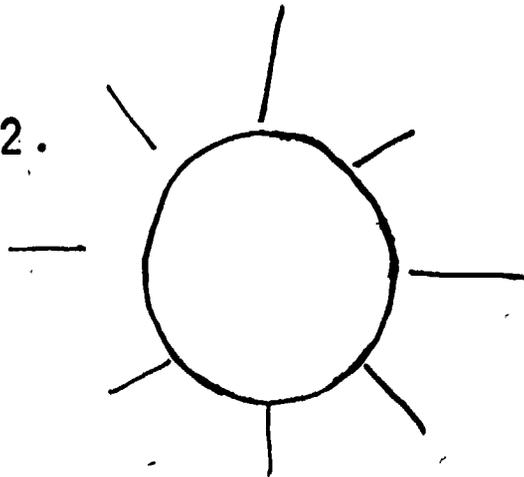
TM 004 692

1.



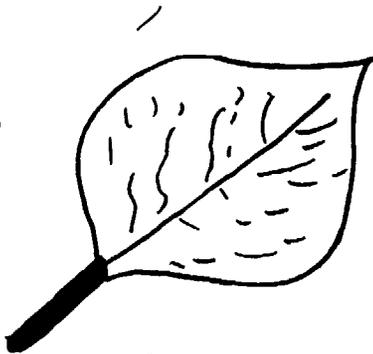
red

2.



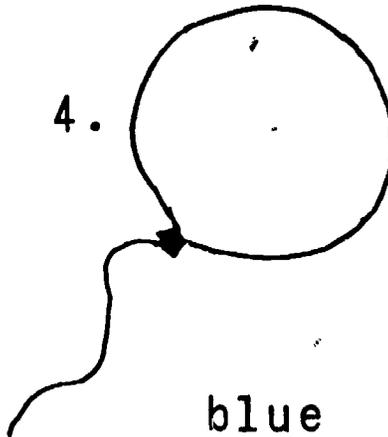
yellow

3.



green

4.

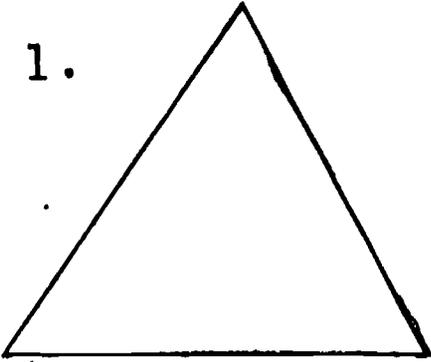


blue

1 Color

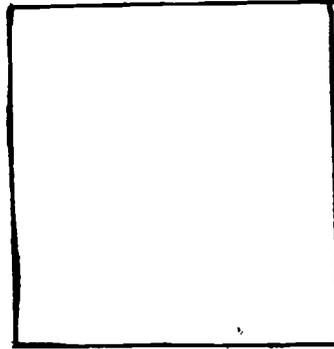
Number Correct _____
Possible Score: 4

1.



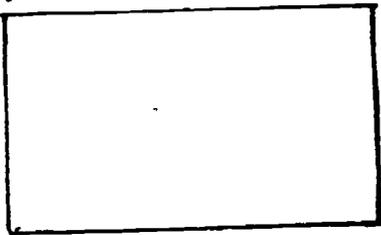
0

2.



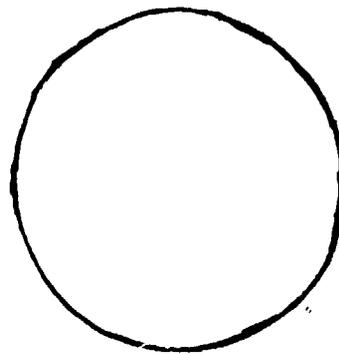
0

3.



0

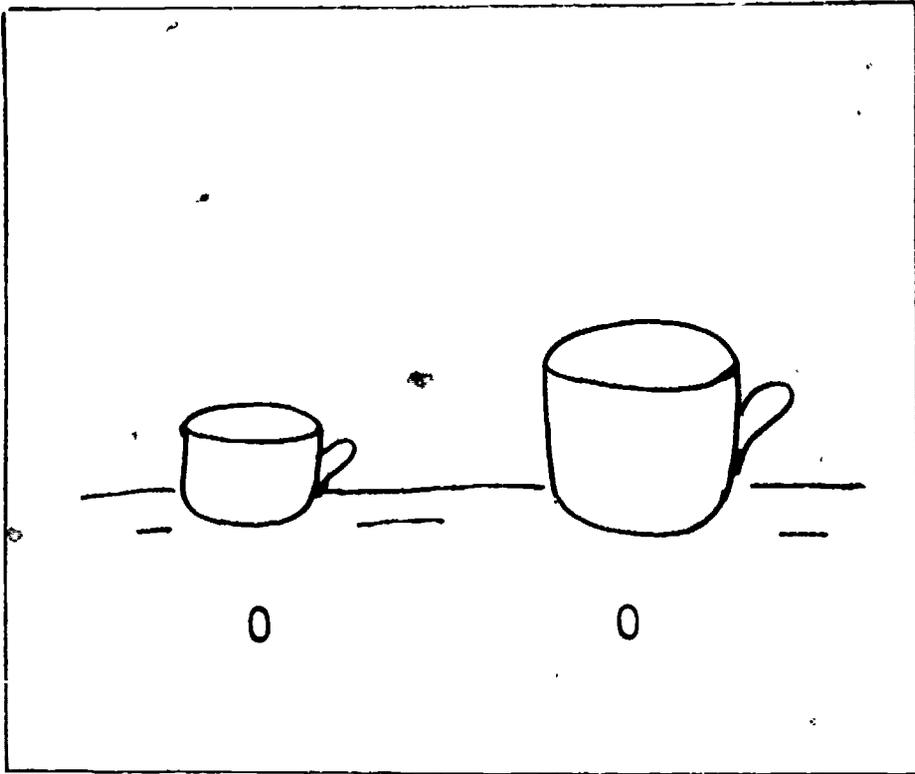
4.



0

2. Shape

Number Correct
Possible Score: 2



3. Size

37

Number Correct _____
Possible Score: 2

1.

| | | | | |
|---|---|---|---|---|
| 0 | c | R | C | K |
| 0 | 0 | 0 | 0 | 0 |

2.

| | | | | |
|---|---|---|---|---|
| S | M | v | t | m |
| 0 | 0 | 0 | 0 | 0 |

3.

| | | | | |
|---|---|---|---|---|
| G | d | y | g | f |
| 0 | 0 | 0 | 0 | 0 |

4.

| | | | | |
|---|---|---|---|---|
| L | D | b | u | B |
| 0 | 0 | 0 | 0 | 0 |

4. Alphabet

 Number Correct _____
 Possible Score: 4

1.

| | | | | |
|------|------|------|------|------|
| lost | tsol | stol | lost | olts |
| | 0 | 0 | 0 | 0 |

2.

| | | | | |
|------|------|------|------|------|
| girl | lirg | girl | gril | rlig |
| | 0 | 0 | 0 | 0 |

3.

| | | | | |
|------|------|------|------|------|
| rain | airn | iran | nair | rain |
| | 0 | 0 | 0 | 0 |

5. Configurations

Number Correct _____
Possible Score: 3



6. Part/whole

Number Correct _____
Possible Score: 2

1.

| | | |
|----------|---|------------|
| Dogs are | 0 | good pets |
| | 0 | funny fish |

2.

| | | |
|----------------|---|---------------------|
| The boy played | 0 | in the fire |
| | 0 | with the balloon |

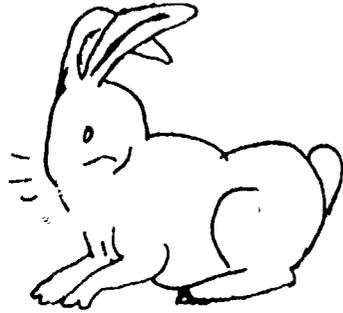
7. Phrase sequence

Number Correct _____
Possible Score: 2

8.



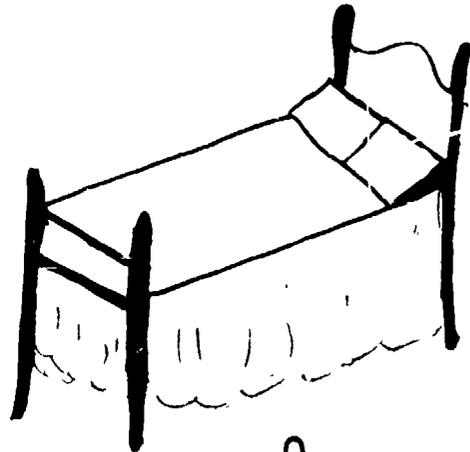
0



0



0

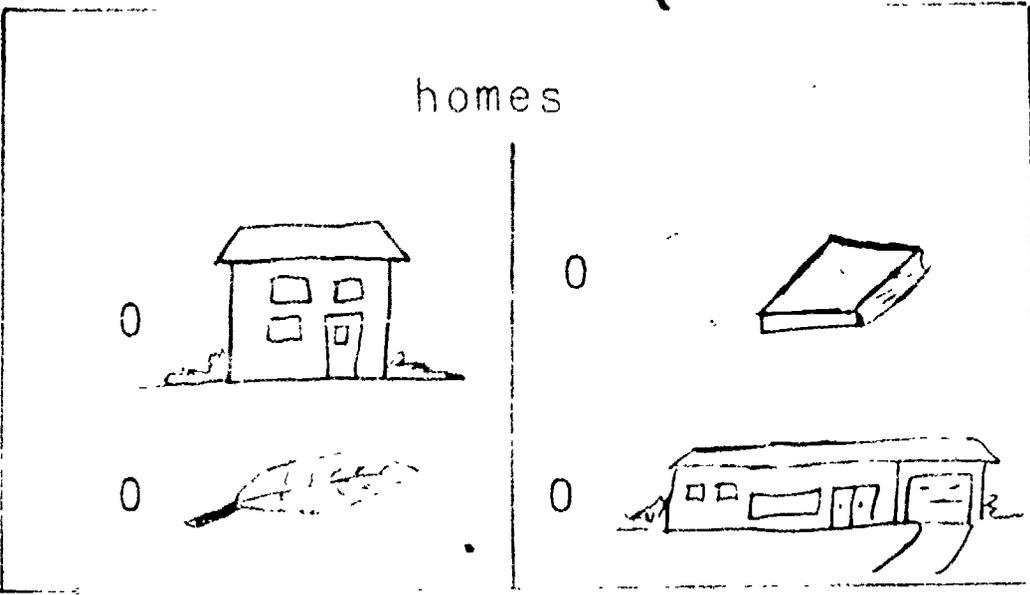
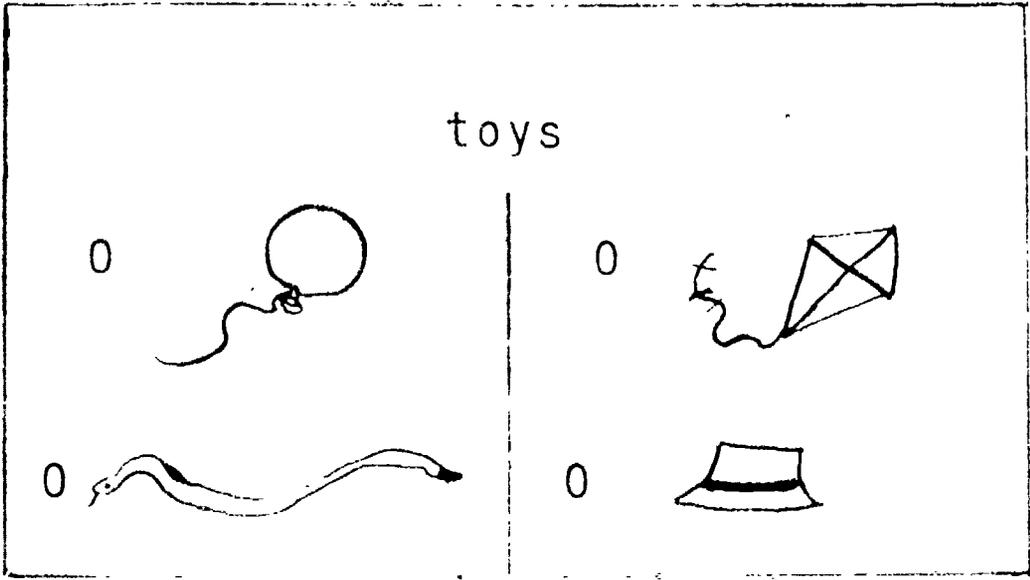


0

8. Sound/symbol

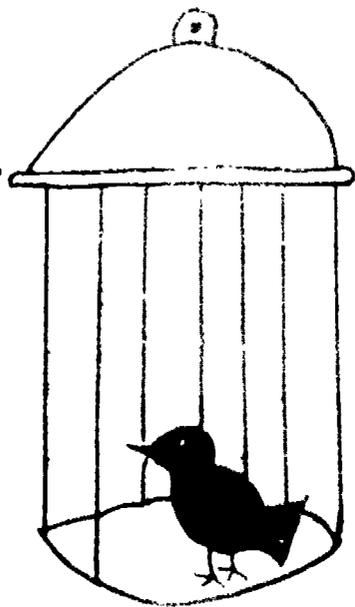
42

Number Correct
Possible Score



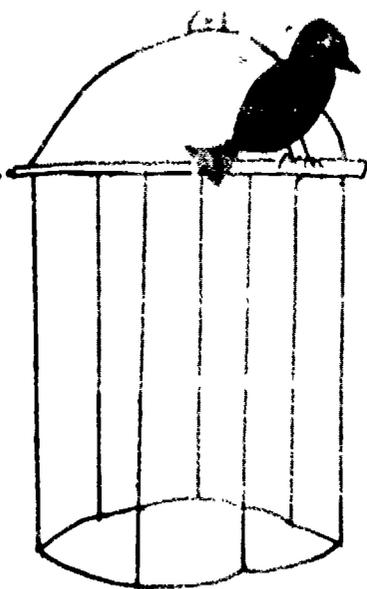
0. P. 1.

1.



- by the cage
- over the cage
- in the cage

2.



- off the cage
- on the cage
- under the cage

1.

She read the new book.

0 0 0 0 0

2.

Tom may be looking for the bee.

0 0 0 0 0 0 0

11 Homonyms

Number Correct _____

Possible Score: 2

1.

The cake is small.

0 yellow

0 little

2.

Betty ran to the shop.

0 store

0 horse

12. Synonyms

Number Correct _____

Possible Score: 2

12

| | | | |
|----|-----|---|------|
| 1. | go | 0 | stop |
| | | 0 | who |
| 2. | he | 0 | let |
| | | 0 | she |
| 3. | run | 0 | with |
| | | 0 | walk |

13 Antonyms

Number Correct _____
Possible Score: 3

| | | | |
|----|------------------------|---|---------|
| 1. | Bob _____ ball. | 0 | playing |
| | | 0 | plays |
| 2. | It _____ this morning. | 0 | rain |
| | | 0 | rained |
| 3. | The _____ are playing. | 0 | rabbits |
| | | 0 | rabbit |

14. Inflectional endings

Number Correct _____
Possible Score: 3

1. The goat was unkind to the dog.

not kind

Kindness

2. Ben was unhappy about the game.

glad

not happy

3. Ted was impolite to his sister.

pleasing

not polite

1. The baby is sleepy.

0 ready to sleep

0 can't sleep

2. Walk slowly down the steps.

0 not slow

0 in a slow way

3. They saw the painter eating cake.

0 someone who paints

0 a man working

1. Ed helped with the housework.

2. She wants a yellow raincoat.

17. Compound words

Number Correct _____
 Possible Score: 2

1. _____ can catch a ball.

Her She Our

2. They got a prize for _____ picture.

them him their

18. Pronouns

Number Correct _____
 Possible Score: 2

A kitten can have fun playing with many things. Ann saw her pet kitten looking at something. Then she saw the kitten run to a little round looking thing. It was hard to see in the grass. Ann went to see what it was. There was a turtle!

1. The kitten played with

the grass

the turtle

2. Ann's pet was

a round thing

a kitten

| 1 | 2. | 3. |
|---|---|---|
| boy girl baby 0 children 0 toys 0 colors 0 food | blue red yellow 0 children 0 toys 0 colors 0 food | cake, fish peanut 0 children 0 toys 0 colors 0 food |

20. Categories

Number Correct _____
 Possible Score: 3

_____ She took off her dress and shoes.

_____ Then she went to sleep.

_____ Betty came home from school.

21. Sequence

Number Correct _____
 Possible Score: 3

GOING TO THE ZOO

Nancy went to the zoo. Before she went she worked for some money. Many friends gave a penny for the cakes she had to sell. She helped her sister paint a bike. Then she helped her mother make a dress.

Nancy got peanuts with some of her money. It was fun for her to give peanuts to the animals.

1. Before Nancy went to the zoo

she had a bike

she worked for money

she found a penny

2. After she had some money

she made a cake

she had fun with a bike

she got some peanuts

22. Sequence

Number Correct _____

Possible Score 2

1. Judy was so cold she

put on her coat

went to a picnic

2. The dog barked when he

went to sleep

saw a cat

3. She laughed when she saw the

funny show

baby cry

23. Cause/effect

Number Correct _____
Possible Score: 3

A BIRD

Jim watched the bird go up into the tree. He had something. He was going to make a home. The bird looked all around. Then he went up, up to the top of the tree. It was hard to see where the bird was building his nest.

- The birds fly away
- The bird looked at his nest
- The bird was making a home.

24. Main idea

Number Correct _____
Possible Score: 1

CARS

We like to ride in cars. We ride to work in them. We ride in them for fun. Many men work to make them. They paint them many colors. We like good, beautiful cars.

0 Riding in Cars

0 Funny Cars

0 Using Cars for Fun and Work

| 1. | 2. | 3. |
|------------|-----------|--------------|
| jump 0 | coat 0 | morning 0 |
| funny 0 | walk 0 | build 0 |

26. Basic Action Words

Number Correct _____
Possible Score: 3

1. the big ball
0 0 0

2. the green grass
0 0 0

3. the happy girl
0 0 0

27. Descriptive Words

56

Number Correct _____
Possible Score: 3

1. How do rockets go?

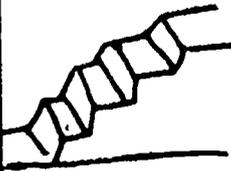
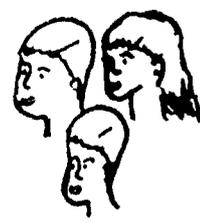
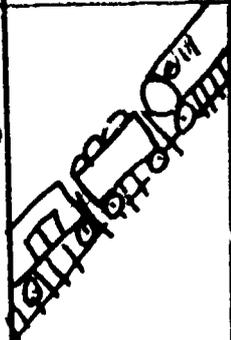
Rockets go very fast
0 0 0 0

2. Where did Bill see a turtle?

Bill saw a turtle at the zoo.
0 0 0 0 0 0 0

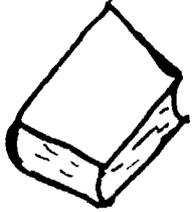
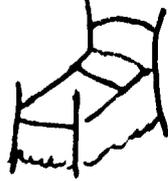
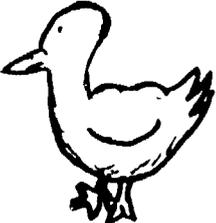
28. When, what, where, how phrases

Number Correct _____
Possible Score: 2

| | | | | |
|---|---|---|--|---|
|  |  |  |  |  |
| <u>m</u> 0 | <u>f</u> 0 | <u>st</u> 0 | <u>sh</u> 0 | <u>br</u> 0 |
| <u>b</u> 0 | <u>r</u> 0 | <u>sh</u> 0 | <u>ch</u> 0 | <u>gr</u> 0 |
| <u>k</u> 0 | <u>c</u> 0 | <u>th</u> 0 | <u>wh</u> 0 | <u>tr</u> 0 |

29. Initial consonants

Number Correct _____
Possible Score: 5

| | | | | |
|---|---|---|--|---|
|  |  |  |  |  |
| <u>t</u> 0 | <u>s</u> 0 | <u>th</u> 0 | <u>wh</u> 0 | <u>wh</u> 0 |
| <u>n</u> 0 | <u>l</u> 0 | <u>ck</u> 0 | <u>nd</u> 0 | <u>ch</u> 0 |
| <u>k</u> 0 | <u>d</u> 0 | <u>st</u> 0 | <u>ck</u> 0 | <u>th</u> 0 |

30. Final consonants

Number Correct _____
Possible Score: 5

| | | | |
|----|-------|--------|--------|
| 1. | go | L 0 | S 0 |
| 2. | train | L 0 | S 0 |
| 3. | pet | L 0 | S 0 |
| 4. | up | L 0 | S 0 |
| 5. | ride | L 0 | S 0 |

31. Long/short vowels

Number Correct _____
Possible Score: 5

| | | | | |
|----|------|------------|-----------|-----------|
| 1. | cow | show 0 | now 0 | two 0 |
| 2. | new | now 0 | next 0 | blue 0 |
| 3. | out | house 0 | one 0 | you 0 |
| 4. | hair | train 0 | her 0 | pair 0 |

32. Diphthongs, "R" vowels,
digraphsNumber Correct _____
Possible Score: 4

- | | | | |
|-------|-------|---|---------|
| 1. | it's | 0 | it was |
| | | 0 | it is |
| <hr/> | | | |
| 2. | can't | 0 | can not |
| | | 0 | am not |

33. Contractions

Number Correct _____
Possible Score: 2

- | | | |
|----|------|----------------|
| 1. | bike | <u>b i k e</u> |
| | | 0 0 0 0 |
| 2. | boat | <u>b o a t</u> |
| | | 0 0 0 0 |
| 3. | play | <u>p l a y</u> |
| | | 0 0 0 0 |

34. Consonant, vowel
irregularities**60** Number Correct _____
Possible Score: 3

| | | | |
|---------|---------|---------|---------|
| color | animal | balloon | animal |
| day | day | color | balloon |
| balloon | balloon | day | color |
| animal | color | animal | day |
| egg | egg | egg | egg |
| | 0 | 0 | 0 |

35. Alphabetical order

Number Correct _____
Possible Score: 1

My Birthday Cake 7
 A Funny Ride 12
 Goat in a Cage 18
 The Yellow Bike 24
 The Dog Show 29

1. On what page does the story
A Funny Ride begin? _____

2. What is the name of the story
 that begins on page 24?

36. Table of contents

Number Correct _____
Possible Score: 2

1. play — a show

0 The children gave a play.

0 The children will play ball.

2. saw — to have seen something

0 Ken will saw the tree down.

0 Ken saw the airplane.

3. store — to put something away

0 Betty went to the store.

0 Betty will store the cake in
the box.

37. Word meanings/glossary

Number Correct _____
Possible Score : 3

1.

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

You would look at
this to find:

the day of the
week

something new

a game to play

2.



You would look in
this to find:

some money

a good story

someone's picture

38. Reference source

Number Correct _____
Possible Score: 2

END OF TEST**63**

DPI Criterion-Referenced Screening Test

Levels II and III

Directions for Administering Test

Test Prepared by: Irene Reynolds
Virginia Williams
Curriculum Specialists

TM 004 692

DPI CRITERION-REFERENCED SCREENING TEST, LEVELS II and III

Directions for Administering Test

A. Purpose

Diagnosis is basic to all effective teaching. Its function is to facilitate the optimum development of every pupil through planning and implementing learning experiences which will capitalize upon his strengths and interests and minimize his weaknesses.

Diagnosis is an identification of strengths and weaknesses based upon observable performance. The heart of diagnosis is an intelligent interpretation of facts that leads to prescription development geared to meeting each individual's needs. Diagnosis, then, must precede prescription and is the foundation of solid, relevant instruction.

The three levels of diagnosis are: over-all screening, specific diagnosis, and intensive diagnosis. It is with the first two areas that the DPI Criterion-referenced Screening Test is concerned.

The comprehensive achievement test given each year indicates that many students make great strides in their ability to read. This test gives us an approximate grade placement level as a point of reference. It does not, however, pinpoint the student's abilities and needs. We need to know where to start and what skills to emphasize. The DPI Criterion-referenced Screening Test purports to do this.

This test was devised in the following manner: the major objectives outlined in the Revised Quad Manual were listed and the major skills areas within each objective noted. These skills areas were then summarized and over-lapping between sections indicated. At that point, survey test items were written for each skill area, i. e., basic sight words, consonant sounds and clusters, consonant and blends, vowel and diphthongs, etc.

The Student's Profile Sheet will indicate each pupil's strengths and weaknesses. The teacher will be able to use this summary to determine which skill clusters the pupil has mastered and which he needs additional instruction in.

The DPI Criterion-referenced Screening Test, then, indicates a starting point for each child at the beginning of the year.

B. Administration Procedures

The DPI Criterion-referenced Screening Test may be administered to a group of children by the reading specialist or classroom teacher assisted by the monitoring technician. If the test is given to 15 or more children at a time, a second person should be with the tester in order to monitor the children making sure that they follow procedures correctly.

The test should be given in two morning sessions each lasting no longer than one-hour. The test can be done in less time than this but ample time should be given for all pupils to respond.

Children should be seated so that they can easily hear the examiner and see the board. Desks should be arranged so the children cannot see another child's work. All test directions are to be read to the pupils but no further elaboration should be given unless specifically indicated. This is important since we are testing to see if the pupil has internalized the skill-- if he understands the process.

The vocabulary should present no problems since a majority of words used are no higher than second grade level and many are at first grade level.

Administering the Test

GIVE OUT THE TEST BOOKLETS

READ ALOUD ALL DIRECTIONS PRINTED WITHIN THE BOXES.
FOR SOME ITEMS THE DIRECTIONS WILL DIFFER FOR LEVEL II
AND LEVEL III.

1. Color Recognition

Call attention to the colors.
Call attention to the names of the
COLORS. This part of the

THE NAMES OF THE

DIRECTIONS

| | |
|---------------------------------------|-------------------|
| Look at the pictures and tell you. | Look at the words |
|---------------------------------------|-------------------|

2. Shape Identity

Read the first direction
has been made. Pause
marking the shape.

with the selection has
a brief time for

DIRECTIONS

| | |
|--|------------------------------|
| Look at these four shapes circle, (PAUSE) | space under the triangle. |
|--|------------------------------|

3. Size Concepts

Call attention to the
BRIEFLY until the first
Allow a brief time for

direction. PAUSE
and the second direction.
encourage random guessing.

DIRECTIONS

| | |
|--|--|
| Look at the thick pencil <u>THE THICK PENCIL</u> Now look at the thin pencil (level II) <u>THE THIN PENCIL</u> <u>THINNER PENCIL</u> | (level II) <u>THICK PENCIL</u> under <u>THIN PENCIL</u> |
|--|--|

4. Applying Grouping

... instruct the pupils to fill in the space under the two letters of the name that have the same name. Then direct them to do the next rows as they did the first one.

DIRECTIONS

Look at each row of letters. Fill in the space under the two letters of your own name that have the same name. Fill in the spaces under the two letters of the other names that have the same name.

... Ask the children to look at the space under the word that is the same as the first word in the row as they did the first one.

DIRECTIONS

Look at each row of words in the boxes. Fill in the space under the word in each row that is the same as the first word in the row.

5. Part-Whole Relation

Call attention to the two pictures. Allow time for pupils to fill in the missing parts.

DIRECTIONS

Look at each picture. Fill in the part of the picture that is missing.

10. Recognition of Prepositional Phrases

Call attention to the phrases by the pictures. DO NOT READ THE PHRASES.

DIRECTIONS

Look at each picture. Read the phrases by each picture. Fill in the space by the phrase that tells about the pictures.

11. Homonyms

Put this example on the board and explain it.

She knew her mother would like her new dress.
o ● o o o o o ● o

DIRECTIONS

Fill in the space under the two words in each sentence that sound alike but have different meanings.

12. Synonyms

DO NOT READ THE TEST SENTENCES TO THE PUPILS.

DIRECTIONS

Read each sentence. Find a word by the sentence that means the same as the underlined word in the sentences. Fill in the space by the words.

13. Antonyms

Put these words on the board and read them to the students and tell the students that these words are antonyms to each other.

Antonyms (cont.)

Example: up down

DO NOT READ THE WORDS

DIRECTIONS

Look at the words in the first column. Find a word in the second column that is the opposite of each word in the first column. Fill in the space by the word that is the opposite for the word in the first column.

14. Recognition of Inflectional Endings in Sentence Context

Point out the sentence and word choices. DO NOT READ THE WORDS OR THE SENTENCES.

DIRECTIONS

Read each sentence with a missing word. Fill in the space by the word after the sentence that goes in the blank.

15. Determining Meaning of Prefixes Used in Sentence.

DO NOT READ THE WORDS OR THE SENTENCES.

DIRECTIONS

Read each sentence. Fill in the space by the phrase that tells what the underlined word means.

16. Determining the Meaning of Suffixes Used in Sentence Context

DO NOT READ THE WORDS OR THE SENTENCES.

DIRECTIONS

Read each sentence. Fill in the space by the phrases that tells what the underlined word means.

17. Finding Compound Words in Sentence Context

Explain the direction 'draw a line between' and illustrate it on the board with this example:

The post man brought the letter.
o • o o o

DO NOT READ THE SENTENCES TO THE CHILDREN.

DIRECTIONS

Read each sentence. Find the compound word in each sentence. Fill in the space under the compound word. Draw a line between the two little words that make the compound word.

18. Recognition of Prompts

DO NOT READ THE SENTENCES TO THE CHILDREN.

DIRECTIONS

Read each sentence. Fill in the space by the word that makes a complete correct sentence.

19. Finding Details in Paragraph

This is the first story paragraph the pupils have been required to read. Encourage them to read it carefully before completing the exercise. DO NOT READ THEM ANY WORDS OR READ THE SENTENCES TO THEM.

DIRECTIONS

Read this story to yourself. Then read the sentences under the story. Fill in the space by the phrase that finishes the sentence and tells about the story.

20. Placing Words in Categories

The following words are to be put on the chalkboard, arranged in the format used in the test booklet:

| | | | |
|-----|-------|-------|-------------|
| bed | chair | table | (furniture) |
| man | woman | boy | (people) |

DO NOT READ THE WORDS TO THE PUPILS.

DIRECTIONS

Look at each row of words. The three words in each row are alike in some way. How are they alike?
Level II- Look at the words in each row. Fill in the space by the one word that tells what the three words in that row are.
Level III- Look at the words that are underlined at the top. Find a word that tells what the three words in each row are. Write the number for that word on the blank by the row of words.

21. Arranging Sentences (Events) in Sequence

Call the pupils' attention to the three sentences. Review the meaning of the concepts first - next - last. DO NOT READ THE SENTENCES TO THE PUPILS.

DIRECTIONS

Look at these three sentences. Which one happened first? Put a 1 beside it. Which one happened next. Put a 2 beside it. Put a 3 beside the one that happened last.

22. Arranging Story Events in Sequence

Remind the pupils to read the story carefully before answering the questions. DO NOT READ THE PARAGRAPH OR THE SENTENCES TO THE PUPILS.

DIRECTIONS

Read this story.

LEVEL II - Then finish the sentences about the story by filling in the space by the phrase that makes the sentence true.

LEVEL III - Then answer the questions about the story by filling in the space by the phrase that is the right answer.

23. Cause and Effect Relationships

DO NOT READ THE SENTENCES TO THE PUPILS

DIRECTIONS

Look at these sentences. Fill in the space by the phrase that is the best one to make the sentence a good sentence.

24. Main Idea of A Story

Explain the term "main idea" - what the story is about, the important thing that happened. DO NOT READ THE STORY OR SENTENCES TO THEM.

DIRECTIONS

Read this story. Fill in the space by the one sentence that tells best what the story is about.

25. Summarizing

Explain the term "summarize" - - means what the whole story is about. ◀

DIRECTIONS

Read this story. Fill in the space by the two ideas that tells best what the whole story is about.

STOP HERE

END OF FIRST SESSION

SECOND SESSION

Give out tests. Have pupils turn to page 22, Item 26. Be sure each pupil has marking pencils available.

26. Recognition of Basic Action Words

DO NOT READ THE WORDS TO THE PUPILS.

DIRECTIONS

Fill in the space under the one word in each box that is an action word - - a word that tells about an action.

27. Recognition of Descriptive Sight Words

DO NOT READ THE WORDS TO THE PUPILS.

DIRECTIONS

Read each phrase. Fill in the space under each phrase that tells what kind, about the thing or person in the phrase.

28. Recognition of When, What, Where, How Phrases

Discuss briefly the meaning of the terms - when, what, where, and how by giving these examples orally.

Example:

1. Where did John go?
John went to school.
○ ○ ● ●
2. How did the car go?
The car went too fast.
○ ○ ○ ● ●

DO NOT READ THE TEST TO THE PUPILS.

DIRECTIONS

Read each question and the sentence that follows it. Fill in the space under the words in the sentence that answer the question.

29. Identifying Initial Consonants, Blends, Digraphs

Emphasize the concept "beginning sound" by giving the following examples:

- a) Hold up a picture of a familiar object that begins with a single consonant (book, toy, doll, etc.)

Say: This is picture of a _____. The word _____ begins with the _____ sound.

- b) Do a second example using a picture word that begins with a consonant blend (dress, flower, clown, etc.)

Say: This is a picture of a _____. The word _____ begins with the _____ blend. Say the names of the pictures.

DIRECTIONS

Listen as I say the name of each picture. Fill in the space (Level II) under; (Level III) by the letter or letters that stand for the sound with which the names of each picture begins.

30. Identifying Final Consonants, Blends, Digraphs

Emphasize the concept "ending sound" by giving the following examples:

- a) Hold up a picture of a familiar object that ends with a single consonant (dog, cat, man)

Say: This is a picture of a _____. The word _____ ends with the _____ sound.

b) Hold up a second picture that is an illustration of a blend or digraph (bank, dish, peach, etc.)

Say: This is picture of a _____. The word _____ ends with the _____ blend or digraph. Say the names of the pictures.

DIRECTIONS

Listen as I say the name of each picture. Fill in the space (Level II) under; (Level III) by the letter or letters that stand for the sound with which the name of each picture ends.

31. Distinguishing Between Long and Short Vowel Sounds

The term "long sound"; may be explained by recalling that the vowel says its name. Use these examples:

bake - - The a is long. It says its name.

bed - - The e is short. It does not say its name.

READ THE WORDS TO THE PUPILS

DIRECTIONS

Listen to each of these words. If you hear a long vowel sound, fill in the space under the L by the word. If you hear a short vowel sound, fill in the space under the S by the word.

32. Identifying Diphthongs and "r" Controlled Vowels

Be sure the pupils understand that they are to match the vowel sound of the three words with the vowel sound in the first word.

Examples:

| | | | |
|-------|------|------|-----|
| can | bat | cape | far |
| | ● | 0 | 0 |
| <hr/> | | | |
| her | hair | bird | for |
| | 0 | ● | 0 |

DO NOT SAY THE WORDS

DIRECTIONS

Look at each row of words. Fill in the space under the one word in each row that has the same vowel sound as the first word in the row.

33. Contractions

The term "contraction" can be recalled by presenting the following examples on the chalk board.

a) didn't means did not

b) I've means I have

didn't 0 is not

● did not

I've ● I have

0 I will

Help them remember that the apostrophe means that a letter or letters are left out.

DO NOT READ THE WORDS

DIRECTIONS

Look at the word by number 1. Fill in the space by one of the phrases that is next to it that tells what the word means. Then look at the word by number 2. Fill in the space by the phrase that tells what that word means.

34. Consonant-Vowel Irregularities

Remind the students that "silent letters" are letters you see in words but do not hear.

DIRECTIONS

Look at each word, Fill in the space under the letter or letters in each word that you do not hear when you say the word.

35. Alphabetical Sequence

Tell the pupils to look carefully at each letter in each word. DO NOT TELL THEM THE WORDS.

DIRECTIONS

Look at these words carefully.
Level II: Look at the first list of words. Look at the other lists of words. Fill in the space under the one list that is arranged in alphabetical order or a, b, c, order.
Level III: Re-write the words in alphabetical order. Write them on lines by the words.

36. Using A Table of Contents

Hold up a book showing the Table of Contents. Do not elaborate further. DO NOT READ THE QUESTIONS TO THE PUPILS.

DIRECTIONS

Look at this Table of Contents. Answer the questions about it. Write the answer on the line after the question.

37. Locating Appropriate Word Meanings in a Glossary

This is an advanced skill so some pupils will be confused by the questions. DO NOT READ THE WORDS, THE QUESTIONS OR THE SENTENCES. DO NOT ELABORATE ON THE DIRECTIONS FOR LEVEL III.

DIRECTIONS

Level II: Here are some words with one of their meanings given. Fill in the space by the sentence under each word that has the word in the sentence with the meaning that is given by the word.
Level III: Here is part of a glossary page. Look at it carefully. Then answer the questions about it.

38. Determining the Appropriate Reference Source

You may name the four reference source - dictionary, atlas, telephone directory, encyclopedia for the pupils but DO NOT READ THE SENTENCES.

DIRECTIONS

Level II: Here are some things where you can find information. Fill in the space by the words that will make a true (or good) sentence. For number 1 and for number 2.
Level III: Here are some names of reference books. Which ones would you use to find the information asked for? Answer the questions by filling in the space with the number that is by the right reference book.

END OF TEST

ANSWER KEY
LEVEL II

D. P. I. READING
CRITERION-REFERENCED SCREENING TEST

1. 1) ball- red
2) sun- yellow
3) leaf- green
4) balloon - blue

2. 1) circle (4)
2) triangle (1)

3. bigger cup
smaller house

4. 1) c C
2) M m
3) G g
4) b B

5. 1) lost
2) girl
3) rain

6. jack-o-lantern- eye
glove - thumb

7. 1) good pets
2) with the balloon

8. bed

9. toys- balloon, kite
homes- two story house
one story house

10. 1) in the cage
2) on the cage

11. 1) read red
2) be bee

12. 1) little
2) store

13. go - stop
he -she
run - walk

14. 1) plays
2) rained
3) rabbits

15. 1) not kind
2) not happy
3) not polite

16. 1) ready to sleep
2) in a slow way
3) someone who
paints

17. 1) house/work
2) rain/coat

18. 1) she
2) their

19. 1) the turtle
2) a kitten

20. children
colors
food

21. 2
3
1

22. 1) she worked
for money.
2) she got some
peanuts

23. 1) put on her coat
2) saw a cat
3) funny show

24. (the 3rd sentence)

25. (the 1st and 3rd
sentences)

26. 1) jump
2) walk
3) build

27. 1) big
2) green
3) happy

28. 1) very fast
2) at the zoo

29. b (boat)
c (cake)
st (steps)
ch (children)
tr (train)

30. k (book)
d (bed)
st (nest)
ck (duck)
ch (watch)

31. 1) L
2) L
3) S
4) S
5) L

32. 1) now
2) blue
3) house
4) pair

33. 1) it is
2) can not

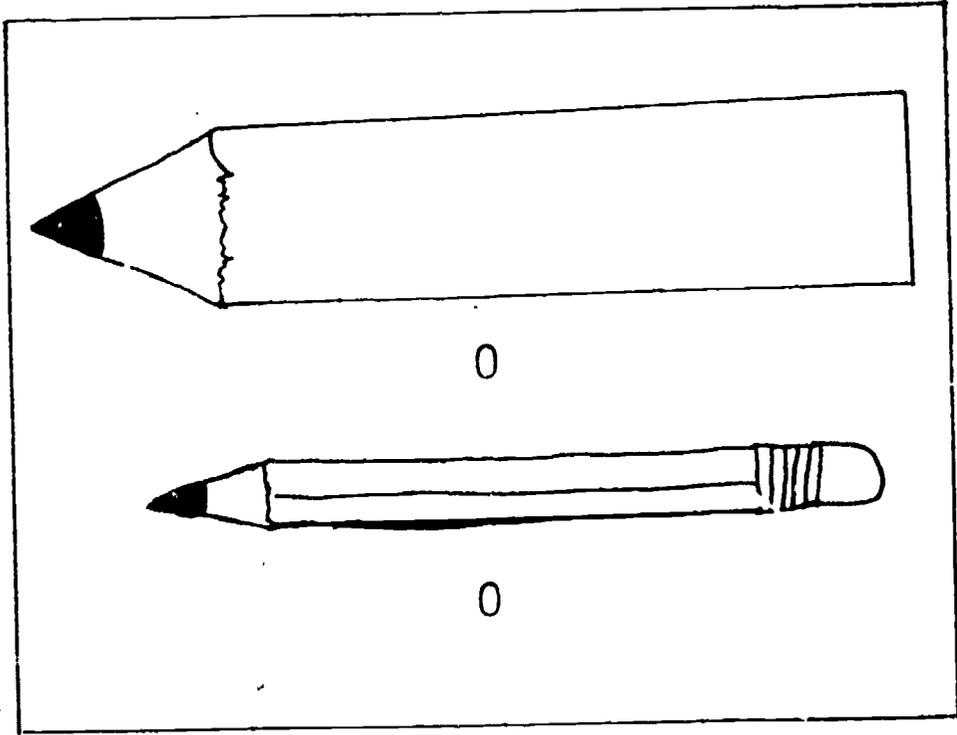
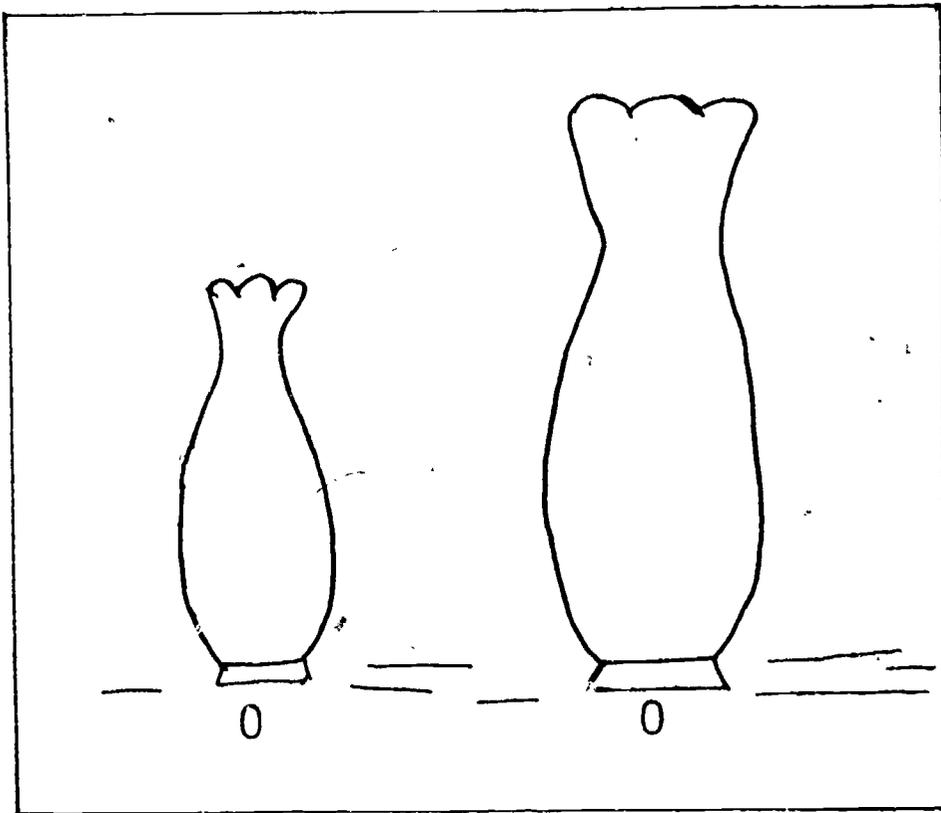
34. 1) e
2) a
3) y

35. 3rd column
animal
balloon
color
day
egg

36. 1) 12
2) The Yellow
Bike

37. 1) 1st sentence
2) 2nd sentence
3) 2nd sentence

38. 1) the day of the
week
2) a good story



3. Size

91

Number Correct _____
Possible Score: 2

Student's Tally Sheet Test Results DPI-CRI Screening Test Level II or III

Pupil's Name _____ Grade _____

I. D. Number _____ Teacher _____

DPI-CRI Screening Test: Level _____ Date of Test _____

School _____

Perception

- 1. Color 4 _____
 - 2. Shape 2 _____
 - 3. Size 2 _____
 - 4. Alphabet 4 _____
 - 5. Configuration 3 _____
 - 6. Part/whole 2 _____
 - 7. Phrase sequence 2 _____
 - 8. Sound/symbol 1 _____
- 20 _____

Comprehension

- 9. Picture/Word clues 4 _____
- 10. Prepositional phrases 2 _____
- 11. Homonyms 2 _____
- 12. Synonyms 2 _____
- 13. Antonyms 3 _____
- 14. Inflectional endings 3 _____
- 15. Prefixes 3 _____
- 16. Suffixes 3 _____
- 17. Compound words 2 _____
- 18. Pronouns 2 _____
- 19. Details 2 _____
- 20. Categories 3 _____
- 21. Sequence 1 _____
- 22. Sequence 2 _____

- 23. Cause/effect 3 _____
 - 24. Main idea 1 _____
 - 25. Summarizing 2 _____
- 40 _____

Word Recognition

- 26. Action words 3 _____
 - 27. Descriptive words 3 _____
 - 28. When, what, where
how phrases 2 _____
 - 29. Initial Consonants 5 _____
 - 30. Final consonants 5 _____
 - 31. Long/short vowels 5 _____
 - 32. Diphthongs, "r" vowels
digraphs 4 _____
 - 33. Contractions 2 _____
 - 34. Consonant/vowels
irregularities 3 _____
- 32 _____

Study Skills

- 35. Alphabetical order 1 _____
 - 36. Table of contents 2 _____
 - 37. Word meanings
glossary 3 _____
 - 38. Reference source 2 _____
- 8 _____

| <u>Summary</u> | <u>Possible Score</u> | <u>Pupil's Score</u> |
|------------------|-----------------------|----------------------|
| Perception | 20 | _____ |
| Comprehension | 40 | _____ |
| Word Recognition | 32 | _____ |
| Study Skills | 8 | _____ |
| Total | 100 | _____ |

Analysis of DPI Criterion-Referenced Screening Test
Level II and Level III

A. Student's Tally Sheet

This is to be prepared in duplicate. The teacher keeps one sheet in her files. The second copy is forwarded to the Central Office after the teacher and reading specialist have analyzed the results and formulated the Cycle I prescription.

1. Fill out the information at the top of the sheet. Be sure name and I. D. number is accurate as this will be used to form the official DPI enrollment list for Title I.
2. Enter the pupil's scores in the appropriate spaces.
3. Add each sub-total.
4. Fill in the Skills Summary section by placing each sub-total score in the appropriate blanks.

B. Student's Profile Sheet

- i. Using Table I as a guide, plot the pupil's individual profile by putting an X on the dot that represents the number of items correct in each area. This plotting will enable us to see the areas of the pupil's strengths and weaknesses in relation to the other three areas. It will indicate which areas need to be emphasized during the initial instructional periods.

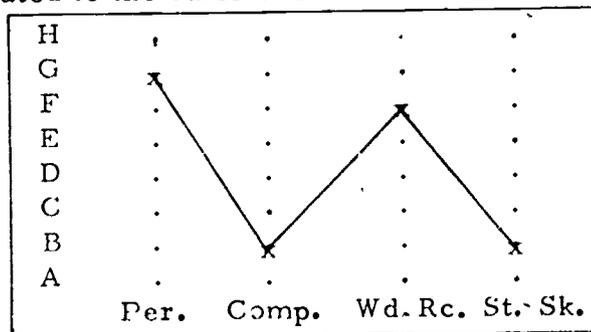
Table I: Item Equivalents

| | | | | |
|---|-----------------|--------------------|----------------|-----------------|
| H | 19-20 | 36-40 | 29-30 | 8 |
| G | 17-18 | 31-35 | 25-27 | 7 |
| F | 15-16 | 26-30 | 21-24 | 6 |
| E | 13-14 | 21-25 | 17-20 | 5 |
| D | 10-12 | 16-20 | 13-16 | 4 |
| C | 7-9 | 11-15 | 9-12 | 3 |
| B | 4-6 | 6-10 | 5-8 | 2 |
| A | 1-3 | 1-5 | 1-4 | 1 |
| | Per- ception | Compre- hension | Word Recog. | Study Skills |

2. Using Table I as a guide, plot the pupil's profile by putting an X on the dot indicating the level. This will indicate the pupil's relative ability in each area as related to the other two areas.

Example: John A. made the following sub-test scores.

| | |
|------------------|-----------|
| Perception | 18 |
| Comprehension | 8 |
| Word Recognition | 21 |
| Study Skills | 2 |
| Total | <u>49</u> |



STUDENT PROFILE SHEET

Pupil's Name _____ Grade _____

I. D. Number _____ School _____

| | | | | |
|---|---|---|---|---|
| H | . | . | . | . |
| G | . | . | . | . |
| F | . | . | . | . |
| E | . | . | . | . |
| D | . | . | . | . |
| C | . | . | . | . |
| B | . | . | . | . |
| A | . | . | . | . |

DIRECTIONS: Using Table I found on the Analysis Sheet, plot the pupil's progress by putting an X on the dot for each skill area that indicates his skill level. Connect the dots with a line. This will give you a graphic illustration of the pupil's relative ability in each area as related to the other three areas.

Student's Tally Sheet Test Results DPI-CRI Screening Test Level II or III

Pupil's Name _____ Grade _____

I. D. Number _____ Teacher _____

DPI-CRI Screening Test; Level _____ Date of Test _____

School _____

Perception

- 1. Color 4 _____
- 2. Shape 2 _____
- 3. Size 2 _____
- 4. Alphabet 4 _____
- 5. Configuration 3 _____
- 6. Part/whole 2 _____
- 7. Phrase sequence 2 _____
- 8. Sound/symbol 1 _____

- 23. Cause/effect 3 _____
- 24. Main idea 1 _____
- 25. Summarizing 2 _____

40 _____

Word Recognition

Comprehension

- 9. Picture/Word clues 4 _____
- 10. Prepositional phrases 2 _____
- 11. Homonyms 2 _____
- 12. Synonyms 2 _____
- 13. Antonyms 3 _____
- 14. Inflectional endings 3 _____
- 15. Prefixes 3 _____
- 16. Suffixes 3 _____
- 17. Compound words 4 _____
- 18. Pronouns 2 _____
- 19. Details 2 _____
- 20. Categories 3 _____
- 21. Sequence 1 _____
- 22. Sequence 2 _____

- 26. Action words 3 _____
- 27. Descriptive words 3 _____
- 28. When, what, where
how phrases 2 _____
- 29. Initial Consonants 5 _____
- 30. Final consonants 5 _____
- 31. Long/short vowels 5 _____
- 32. Diphthongs, "r" vowels
digraphs 4 _____
- 33. Contractions 2 _____
- 34. Consonant/vowels
irregularities 3 _____

32 _____

Study Skills

- 35. Alphabetical order 1 _____
- 36. Table of contents 2 _____
- 37. Word meanings
glossary 3 _____
- 38. Reference source 2 _____

8 _____

| <u>Summary</u> | <u>Possible Score</u> | <u>Pupil's Score</u> |
|------------------|-----------------------|----------------------|
| Perception | 20 | _____ |
| Comprehension | 40 | _____ |
| Word Recognition | 32 | _____ |
| Study Skills | 8 | _____ |
| Total | 100 | _____ |

D.P.I. Primary Reading
Criterion-referenced Screening Test
Level III

Student's Name _____

I.D. Number _____

School _____

Grade _____

Teacher _____

Date _____

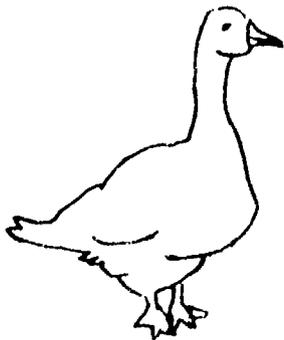
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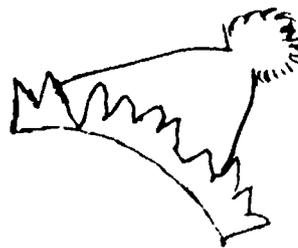
1. red



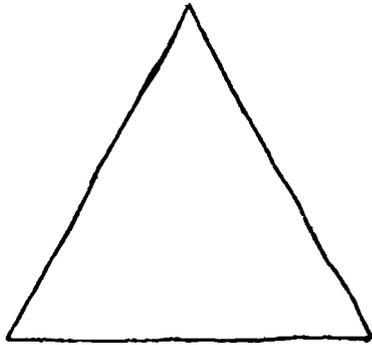
2. green



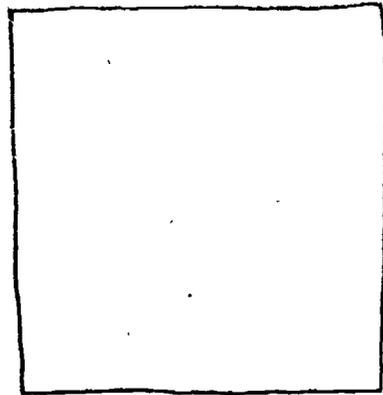
3. yellow



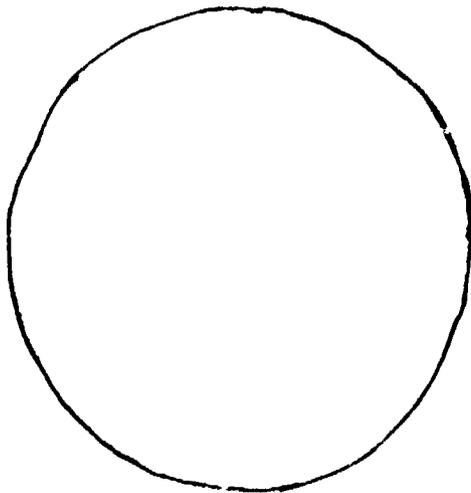
4. blue



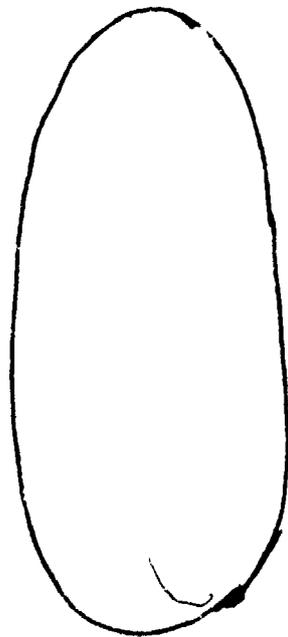
1. 0



2. 0



3. 0

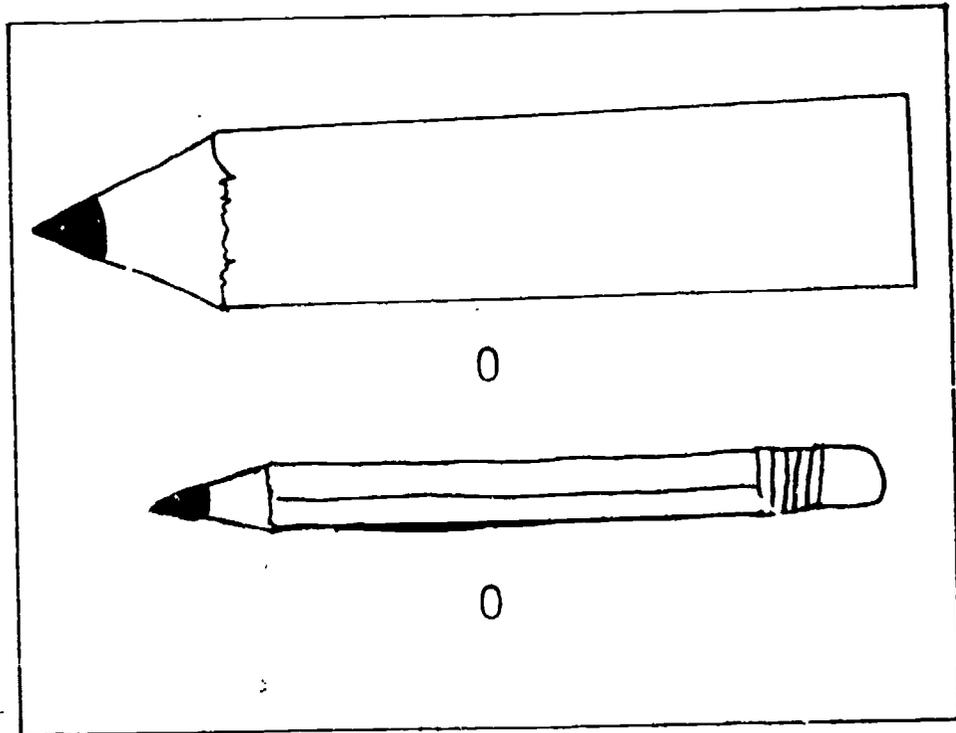
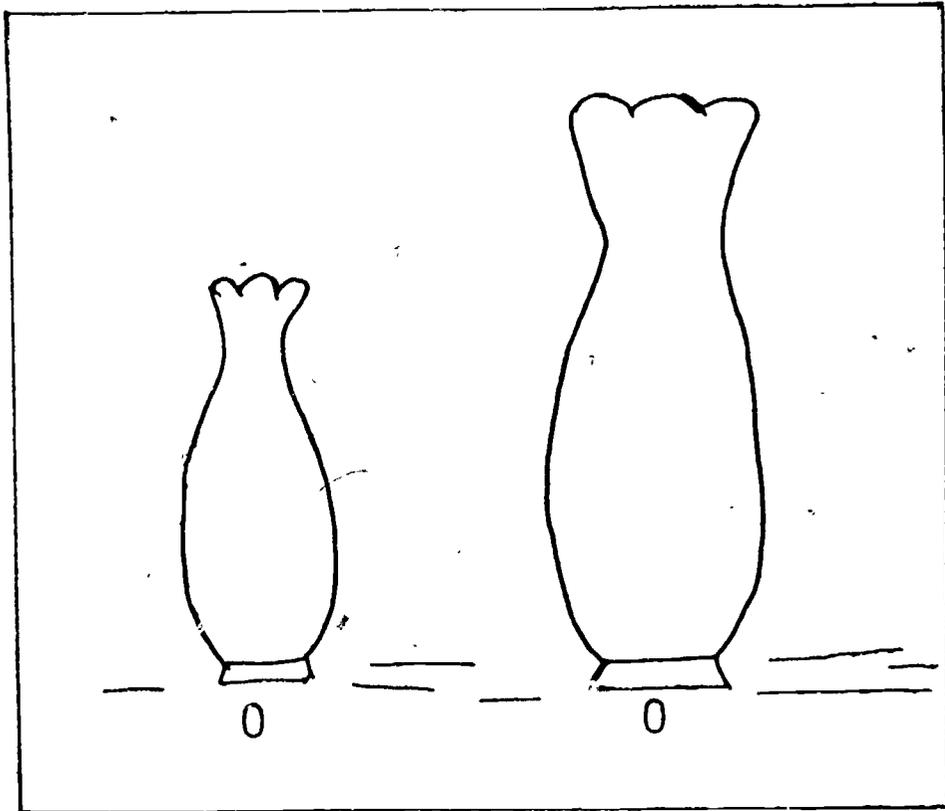


4. 0

2. Shape

90

Number Correct
Possible Score: ---



3. Size

91

Number Correct _____
Possible Score: 2

1.

A c a F o

0 0 0 0 0

2.

m n N w y

0 0 0 0 0

3.

p j r P B

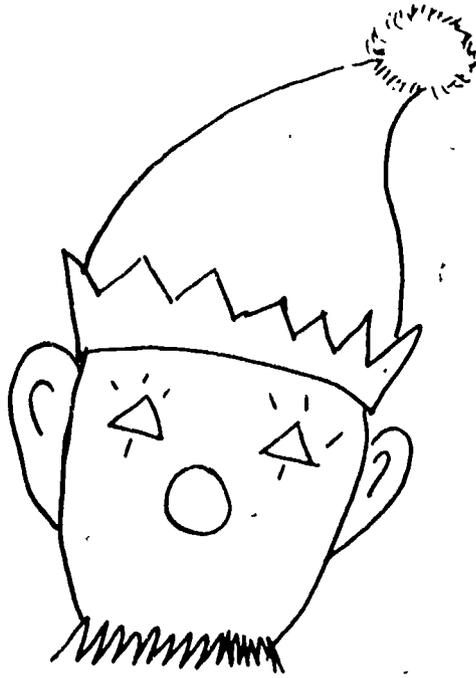
0 0 0 0 0

4.

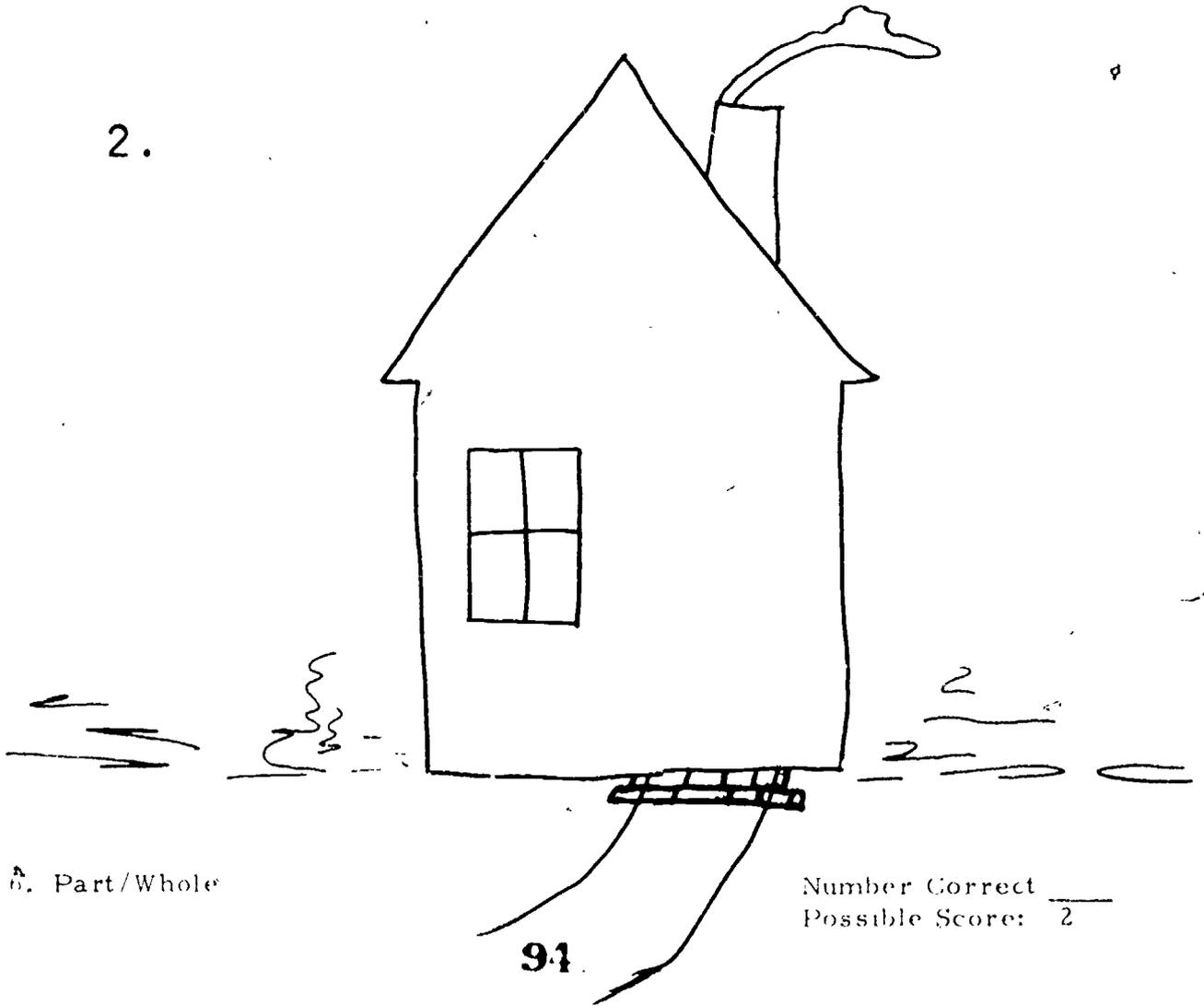
d b D E g

0 0 0 0 0

1.



2.



6. Part/Whole

Number Correct _____
Possible Score: 2

1.

| | | |
|-----------|---|------------------|
| | 0 | above the clouds |
| Fish swim | 0 | in a pond |

2.

| | | |
|----------|---|--------------|
| | 0 | good to eat |
| Eggs are | 0 | made of nuts |

7. Phrase sequence

Number Correct _____
Possible Score: 2



0

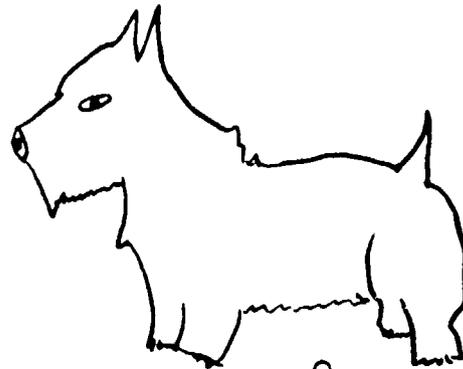
B. Ware
 231 N. Bost
 Louisville, Ky.

Mrs. B. Smart
 4216 Good Road
 Happy, Kentucky

0



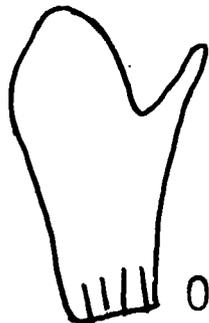
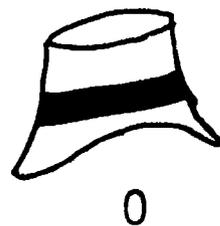
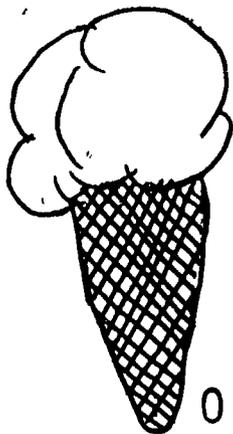
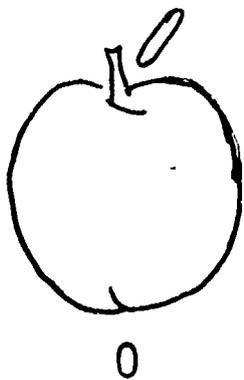
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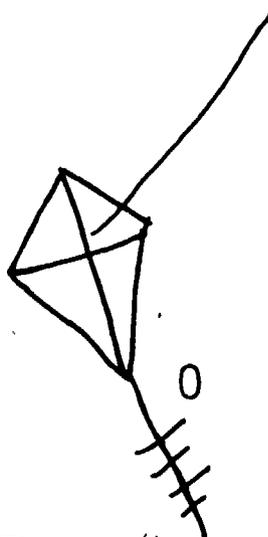
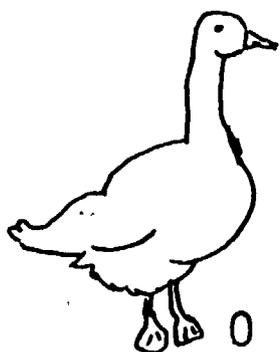
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8. Sound symbol

Number Correct _____
Possible Score: 1



1. food



2. animal

9. Picture/ word clues

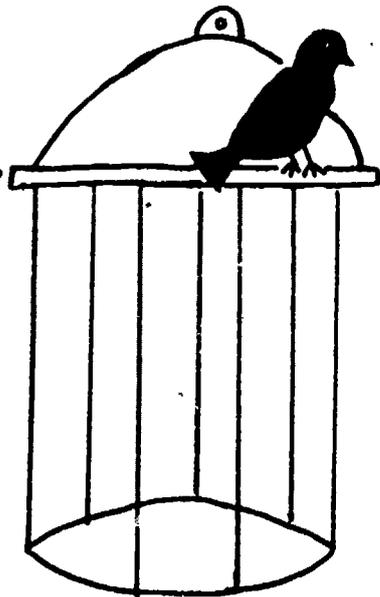
Number Correct _____
Possible Score: 4

1.



- beside the cage.
- under the cage
- inside the cage

2.



- on top of the cage
- beneath the cage
- beside the cage

U

1. John blew his blue whistle.

0 0 0 0 0

2. Two boys raced to the corner.

0 0 0 0 0 0

11. Homonyms

Number Correct _____
Possible Score: 2

1. I am not afraid in the dark.

0 small 0 scared

2. This box is very large.

0 big 0 unhappy

12. Synonyms

Number Correct _____
Possible Score: 2

| | | | |
|----|----|---|------|
| 1. | go | 0 | book |
| | | 0 | come |

| | | | |
|----|-----|---|----|
| 2. | yes | 0 | no |
| | | 0 | so |

| | | | |
|----|-----|---|-----|
| 3. | new | 0 | now |
| | | 0 | old |

13. Antonyms

 Number Correct _____
 Possible Score: 3

1. My dog _____ fast.

 runs running

2. Dick is _____ his plane.

 fly flying

3. The house is _____ red.

 paint painted

14. Inflectional endings

 Number Correct _____
 Possible Score: 3

1. I am unafraid.

scared

not scared

2. I will rewrite the story.

write again

not write

3. The boys disobey their mother.

do not obey

follow orders

15. Prefixes

Number Correct _____
Possible Score: 3

1. My brother is very helpful.

helps a lot

does not help

2. John was careless and hurt himself.

did not watch out

took good care

3. The bird sang merrily.

with joy

without joy

1. The cowboy roped a calf.
 0 0 0 0 0

2. The children made a snowman.
 0 0 0 0 0

17. Compound words

Number Correct _____
 Possible Score: 2

1. I lost _____ toy boat.

0 us 0 my 0 we

2. _____ will go to the circus:

0 Their 0 Our 0 We

18. Pronouns

Number Correct _____
 Possible Score: 2

The plane flew above the trees. The pilot looked down into the dark forest. Suddenly he saw something move. He looked closely. Was it a red deer? Was it a brown bear? No, it was the lost boy. The pilot was happy. He was going to land the plane and save the boy.

1. A boy was lost

in the cornfield

in the forest

2. The pilot saw

a red deer

the lost boy

animalsfruitcolorsclothes

1

2

3

4

1. apple

orange

blueberry _____

2. coat

pants

dress _____

3. horse

cow

sheep _____

20. Categories

Number Correct _____

Possible Score: 3

The children ate the cake. _____

Mother mixed the cake batter. _____

She baked the cake in the oven. _____

21. Sequence

Number Correct _____

Possible Score: 1

MIKE AND BOB

Mike and Bob made a doghouse for Brownie. First they found some old boards. They nailed the boards together. Then they put on the roof. Next they painted the doghouse red. Brownie came over to the doghouse. He sniffed and sniffed. "Bow-Wow," he barked. "Thank you for my new house."

1. What was the first thing Mike and Bob did?

- nailed boards together
- painted the house red
- found some old boards

2. What did the boys do after they nailed the boards together?

- called Brownie
- put on the roof
- painted the house red

1. Bob was so hungry that he

went to sleep.

ate some cake.

2. Jane's doll broke when she

dropped it on the sidewalk.

ate some blueberries.

3. The grass was wet because

it had rained hard.

the wind blew.

THE RABBITS

The rabbits thought and thought of a name for their new baby. They could not think of a name they liked. At last Mr. Squirrel found a name for the baby. He called him Bunny Boy. The rabbits were happy with that name. They liked this name for their new baby.

0 The rabbits had a new baby.

0 The new baby rabbit was named.

0 Mr. Squirrel was happy.

Work In The Forest

A long time ago many men in our country worked in the forests. They had to cut down trees by hand. They used axes and large saws. Their work was hard and dangerous. They often wore brightly colored clothes so that they would be easy to see. The men were proud of their work.

0 Trees were cut down in the forest.

0 Some men worked hard a long time ago.

0 Brightly colored clothes are pretty.

| 1. | 2. | 3. |
|----------------|------------|------------|
| knock 0 | lamb 0 | skate 0 |
| beautiful 0 | climb 0 | soup 0 |

26. Action

Number Correct _____
Possible Score: 31. the funny clown
0 0 02. the lazy boy
0 0 03. a yellow basket
0 0 0

27. Descriptive words

Number Correct _____
Possible Score: 3

1. When are you to come to my house?

Come to my house after breakfast.

0 0 0 0 0 0

2. What does Grandmother bake
everyday?

Grandmother bakes sugar cookies

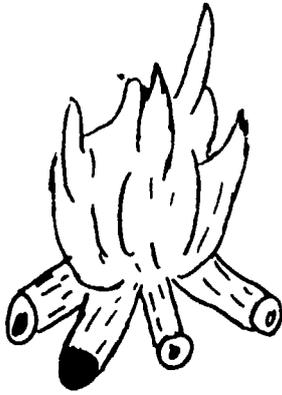
0 0 0 0

everyday.

0

28. When, what, where, how phrases

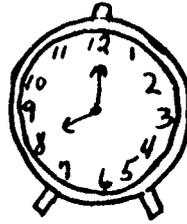
Number Correct _____
Possible Score: 2



0 t
0 f
0 b



0 l
0 c
0 k



0 cl
0 dr
0 st



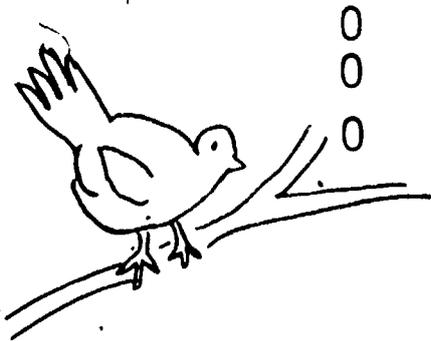
0 sl
0 sm
0 st



0 br
0 tr
0 dr

29. Initial consonants

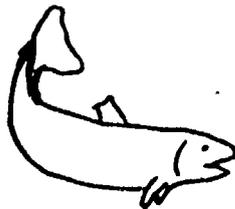
Number Correct _____
Possible Score: 5



0 d
0 t
0 b



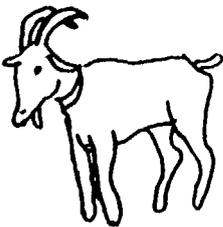
0 tr
0 th
0 tf



0 th
0 tr
0 sh



0 ck
0 sk
0 sl



0 d
0 t
0 l

30. Final consonants

Number Correct _____
Possible Score: 5

| | | |
|---------|--------|--------|
| 1. boat | L 0 | S 0 |
| 2. play | L 0 | S 0 |
| 3. sick | L 0 | S 0 |
| 4. egg | L 0 | S 0 |
| 5. face | L 0 | S 0 |

31. Long/short vowels

Number Correct _____
Possible Score: 5

| | | | | |
|----|-----------|------------|-----------|------------|
| 1. | now 0 | house 0 | dot 0 | play 0 |
| 2. | boy 0 | snow 0 | boat 0 | noise 0 |
| 3. | cook 0 | boot 0 | book 0 | cop 0 |
| 4. | bird 0 | word 0 | card 0 | bit 0 |

32. Diphthongs and "r" vowels,
digraphsNumber Correct _____
Possible Score: 4

- | | | | |
|-------|--------|---|----------|
| 1. | I'm | 0 | I would |
| | | 0 | I am |
| <hr/> | | | |
| 2. | you've | 0 | you have |
| | | 0 | can not |

33. Contractions

Number Correct _____
Possible Score: 2

- | | | |
|----|-------|------------------|
| 1. | light | <u>l i g h t</u> |
| | | 0 0 0 0 0 |
| 2. | wrap | <u>w r a p</u> |
| | | 0 0 0 0 |
| 3. | bake | <u>b a k e</u> |
| | | 0 0 0 0 |

34. Consonant, vowel
irregularitiesNumber Correct _____
Possible Score: 3

button _____

basket _____

bridge _____

bell _____

35. Alphabetical order

Number Correct _____
Possible Score: 1

Going Fishing 34

Let's Go 37

Let's Fish. 40

Catching A Fish 43

Joe's Big Fish. 47

1. On what page does the story
Let's Fish begin? _____

2. What is the name of the story that
begins on page 43? _____

adventure

adventure 1) an unusual happening
2) to meet with new and exciting happenings

against 1) touching something 2) opposite to

awful 1) something terrible 2) to fill with deep respect

belt 1) a narrow piece of cloth put around the body

cannon

blink 1) to close the eye quickly
blizzard 1) a hard snow with high winds

bother 1) to worry 2) give trouble to

business 1) a way to make a living 2) something that must be done

cannon 1) a large gun

1. What is the first entry word in the glossary? _____

2. What is the last entry word in the glossary? _____

3. Would you use meaning number 1 or number 2 for the word against in the following sentence?

The ladder is leaning against the (____) house.

dictionary (1)

atlas (2)

telephone directory (3)

encyclopedia (4)

a. Which book would you use
to find someone's telephone
number? ()

b. Which book would you use to
find the meaning of a word? ()

38. Reference source

Number Correct _____
Possible Score: 2

END OF TEST