FORWARD

Good reading instruction is based on the ability of a teacher to identify the specific strengths and instructional needs of students. A large and growing body of research suggests that a student’s failure to learn to read in the primary grades can be reduced with a quality reading intervention program. The Illinois Snapshots of Early Literacy-Kindergarten/First Grade (ISEL-K/1) was designed as a classroom-based assessment for the use of kindergarten and first grade teachers:

- to help identify the literacy needs of their students,
- to guide in the design of meaningful instructional lessons,
- to identify students who may need access to an early reading intervention tutorial program, and
- to enable students to meet the Illinois Learning Standards.

It is clear that no one assessment can answer all questions related to the strengths, instruction, progress, and intervention needs of a student or a group of students. The ISEL-K/1 assesses the essential literacy skills needed by students to be successful readers. If used as a pre- and post-assessment, a teacher can accurately document student and class growth in literacy. As the designer of instruction, the teacher may wish to use additional classroom and district literacy assessments to supplement and extend the ISEL-K/1 to monitor student growth in literacy.

In keeping with the spirit of the ISEL-K/1, the Illinois Snapshots of Early Literacy for Grade 2 (ISEL-2) (Barr, Sullivan, Blachowicz, & Buhle, 2004) assesses the essential literacy skills that second grade students need for success in reading. The ISEL-2 materials and Teacher’s Guide (Barr, et al. 2004) may be found on the ISBE website (www.isbe.net)

The Illinois State Board of Education is grateful to the team of educational researchers who developed the ISEL-K/1 and the ISEL-2, and to the practitioners from across the state of Illinois who piloted the assessment and/or offered suggestions for its development, use, and instructional applications. Their efforts and labors will make it possible for classroom teachers to focus more effectively on the literacy needs of kindergarten, first, and second grade students.

The developers of the Illinois Snapshots of Early Literacy and staff members of the Illinois Read Initiative hope you will utilize this material and find it valuable in planning your instruction.
TABLE OF CONTENTS

Introduction .................................................................................................................. 1
  Description ................................................................................................................. 1
  Table 1: ISEL-K/1 Snapshots—Versions 1 and ......................................................... 2
Purpose ......................................................................................................................... 2
Unique Aspects ............................................................................................................ 2
Selecting Students to Assess ...................................................................................... 2
Choosing Snapshots for Abbreviated Administration .............................................. 3
  Table 2: Recommended Snapshots for Abbreviated Administration and Screening ......................................................................................................................... 4
Test Administrators .................................................................................................. 4
Testing Environment ................................................................................................ 5
50th and 20th Percentile Scores .................................................................................. 5
  Table 3: 50th and 20th Percentile Scores for ISEL-K/1 (Version 1) ......................... 6
  Table 4: 50th and 20th Percentile Scores for ISEL-K-I (Version 2) ......................... 7
Instructional Implications ......................................................................................... 7
Website Support ....................................................................................................... 7
Materials .................................................................................................................... 8
  Scoresheet Packet .................................................................................................... 8
  Formatting Example: ISEL-K/1 Scoresheet Format ................................................ 9
  Administration Booklet ............................................................................................ 10
  “Little Books (Storybooks)” .................................................................................... 10
Directions for Eight Common ISEL-K/1 Snapshots .................................................. 11
  Alphabet Recognition Snapshot: Upper and Lower Case ...................................... 11
  Marking and Scoring Example: ISEL-E Alphabet Recognition Scoresheet ............ 13
  Marking and Scoring Example: ISEL-S Alphabet Recognition Scoresheet ............ 14
  Story Listening Snapshot: Comprehension and Vocabulary .................................. 15
  Marking and Scoring Example: ISEL-E Story Listening Scoresheet ...................... 18
  Phonemic Awareness Snapshot: Initial Consonant .............................................. 19
  Marking and Scoring Example: ISEL-E Phonemic Awareness Scoresheet ............ 22
  One-to-One Matching and Word Naming Snapshot ............................................ 23
  Marking and Scoring Example: ISEL-E One-to-One Matching Scoresheet .......... 26
  Letter Sounds Snapshot ........................................................................................ 27
  Marking and Scoring Example: ISEL-E Letter Sounds Scoresheet ...................... 29
  Marking and Scoring Example: ISEL-S Letter Sounds Scoresheet ....................... 30
  Developmental Spelling Snapshot ....................................................................... 31
  Table 5: Scored Spelling Examples, ISEL-E (Version 1) ....................................... 33
  Table 6: Scored Spelling Examples, ISEL-S .......................................................... 34
  Marking and Scoring Example: ISEL-E Developmental Spelling Scoresheet ......... 35
  Marking and Scoring Example: ISEL-S Developmental Spelling Scoresheet ......... 36
  Word Recognition Snapshot ................................................................................ 37
  Marking and Scoring Example: ISEL-E Word Recognition Scoresheet ............... 40
  Passage Reading Snapshot .................................................................................... 41
  Table 7: Passage Reading “Little Books” .............................................................. 42
  Table 8: Guidelines for Discontinuing Before Completing a Little Book .............. 44
  Table 9: Marking Errors in Passage Reading ....................................................... 45
  Marking and Scoring Example: ISEL-E Passage Reading Scoresheet ................. 47
Directions for Two Additional Snapshots .................................................................. 48
  Table 10: Subtests in ISEL-K/1 Version 2 .............................................................. 48
  Vocabulary Snapshot ............................................................................................ 49
  Marking and Scoring Example: Vocabulary Scoresheet ........................................ 52
  Fluency Snapshot .................................................................................................. 54
  Marking and Scoring Example: Fluency Scoresheet ............................................. 57
References ............................................................................................................... 58
INTRODUCTION

DESCRIPTION
The Illinois Snapshots of Early Literacy (ISEL) are multi-faceted classroom-based reading performance inventories. The four different ISEL assessments are listed below. For an itemized list of the snapshots contained in the first three ISELs, see Table 1 on page 6. For information on ISEL-2, there is a separate Teacher’s Guide devoted to that version.

- ISEL-K/1- Version 1- An inventory for kindergarten and first grade assessment in English, in which the same set of snapshots is used for fall and spring.

- ISEL-K/1- Version 2- An inventory for kindergarten and first grade assessment in English with two sets of snapshots: a Form A for fall assessment and a Form B for spring assessment. This version has two snapshots that are not included in the ISEL-K/1 Version 1 (above).

- ISEL-S- An inventory for kindergarten and first grade assessment in Spanish, in which the same set of snapshots is used for fall and spring.

- ISEL-2- An inventory for second grade assessment in English with two sets of snapshots: a Form A for fall assessment and a Form B for spring assessment.

This Teacher's Guide will provide directions for ISEL-K/1, Versions 1 and 2. Teachers using the ISEL-S may follow the same information and directions, except where noted in this manual. In that case, specific information and directions are given.

The ISEL-K/1 is based on scientific reading research and sound classroom practice and is administered to students individually. It reflects the National Standards for Reading, the Illinois Learning Standards and is linked to the overall goals of the Illinois Reading Initiative.

Although the ISEL-K/1 attempts to provide a comprehensive array of subtests, the final results are just one part of a larger body of information that a classroom teacher can collect on each student. For that reason, each ISEL-K/1 subtest is referred to as a “snapshot.” For some students, more information than the ISEL-K/1 provides will be needed to make instructional and grouping decisions.
Table 1: ISEL-K/1 Snapshots, Versions 1 and 2

<table>
<thead>
<tr>
<th>ISEL-K/1 Version 1</th>
<th>ISEL-S</th>
<th>ISEL-K/1 Version 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Story Listening: Comprehension &amp; Vocabulary</td>
<td>2. Story Listening: Comprehension &amp; Vocabulary</td>
<td>2. Story Listening: Comprehension &amp; Vocabulary</td>
</tr>
<tr>
<td>4. One-to-One Matching</td>
<td>4. One-to-One Matching</td>
<td>4. One-to-One Matching</td>
</tr>
<tr>
<td>8. Passage Reading</td>
<td>8. Vocabulary</td>
<td>8. Vocabulary</td>
</tr>
</tbody>
</table>

PURPOSE
The purpose of the ISEL-K/1 is threefold.

1. To provide information for classroom instructional planning
2. To identify students who may need an early reading intervention program
3. To furnish pre- and post-assessment data to judge student progress

UNIQUE ASPECTS
Standardized reading tests can fail to provide qualitative information pertinent to instructional planning. The ISEL-K/1 is designed to inventory the significant aspects of beginning reading in a way that can inform instruction. Although teachers work diligently to develop, modify, and/or adopt informal assessment instruments to provide a clearer understanding of their students’ needs, frequently these measures focus on a single element of reading development such as alphabet recognition or phonemic awareness. The variety of subtests included in the ISEL-K/1 provides an opportunity to obtain an overview of the child’s literacy competencies in a relatively short amount of time. Educators have developed similar assessments to be used in classrooms; however, the time required to administer those assessments frequently exceeds the time available to the classroom teacher. The ISEL-K/1 usually can be administered within a reasonable time period and can provide information about a child’s reading knowledge as well as how the child approaches these tasks. On average, it takes approximately 20 minutes to administer Version 1; two additional snapshots in Version 2 extend administration time.

SELECTING STUDENTS TO ASSESS
The ISEL-K/1 can offer teachers data about all students, information that might otherwise require weeks of classroom observation. Ideally, it is recommended that all students in kindergarten or first-grade classes are assessed at some time during the school year. To monitor progress more accurately, pre-testing at the beginning of the school year and post-testing at the end of the school year are suggested. Time and other considerations, however, may limit ISEL-K/1 assessment to students whose expected progress is questionable or uncertain.
CHOOSING SNAPSHOTS FOR ABBREVIATED ADMINISTRATION
The ISEL-K/1, either Version 1 or 2, can provide thresholds for the beginning and the end of both kindergarten and first grade. If teachers wish to assess the progress of their students at other points during the school year, they may find it helpful to administer the same snapshot(s) during both pre- and post-testing sessions.

Teachers who wish to shorten the assessment time may find the following guidelines helpful. Also, Table 2 on page 8 may assist teachers to choose the appropriate snapshots.

Abbreviated Kindergarten Administration

Beginning of Kindergarten
The snapshots appropriate for most students at the beginning of kindergarten are listed below. Two snapshots are identified for teachers who want to use the ISEL-K/1 as a brief screening instrument. With some students, one or more of the remaining snapshots may also be needed (i.e., Developmental Spelling, Word Recognition, Passage Reading, and/or Vocabulary [Version 2]). As noted on Table 2, fluency is not recommended for kindergarten students.

- Alphabet Recognition (Screening)
- Story Listening
- Phonemic Awareness
- One-to-One Matching
- Letter Sounds (Screening)

End of Kindergarten
The snapshots appropriate for most students at the end of kindergarten are listed below. With some students, one or both of the remaining snapshots may also be needed (i.e., Word Recognition, Passage Reading, and/or Vocabulary [Versions 2A and 2B]). As noted on Table 2, fluency is not recommended for kindergarten students.

- Alphabet Recognition
- Story Listening
- Phonemic Awareness
- One-to-One Matching
- Letter Sounds
- Developmental Spelling

Abbreviated First Grade Administration

Beginning of First Grade
The snapshots appropriate at the beginning of first grade are listed below. Alphabet Recognition and Story Listening (as well as Vocabulary and Fluency from Version 2) may also be needed for some students. As with the kindergarten recommendations above, two snapshots are identified for teachers who wish to use the ISEL as a brief screening instrument.
End of First Grade
The snapshots appropriate at the end of first grade are listed below. With some students, one or more of the remaining snapshots may also be needed (i.e., Alphabet Recognition, Story Listening, Phonemic Awareness, One-on-One Matching, Vocabulary [Version 2] and/or Fluency [Version 2]).

Letter Sounds
Developmental Spelling
Word Recognition
Passage Reading

Table 2: Recommended Snapshots for Abbreviated Administration and Screening

<table>
<thead>
<tr>
<th>ISEL-K-1 Snapshots:</th>
<th># Of Items</th>
<th>Beginning Of Kindergarten</th>
<th>End Of Kindergarten</th>
<th>Beginning Of First Grade</th>
<th>End Of First Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alphabet Recognition: Upper and Lower Case</td>
<td>54</td>
<td>✓ Screening</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Story Listening: Comprehension &amp; Vocabulary</td>
<td>21</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phonemic Awareness: Initial Consonant</td>
<td>10</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>One-to-One Matching</td>
<td>9</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Letter Sounds</td>
<td>26</td>
<td>✓ Screening</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Developmental Spelling</td>
<td>27</td>
<td>✓* Screening</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Word Recognition</td>
<td>22</td>
<td>✓* Screening</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Passage Reading</td>
<td>12/20</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Vocabulary (Version 2)</td>
<td>14</td>
<td>✓*</td>
<td>✓*</td>
<td></td>
<td>✓*</td>
</tr>
<tr>
<td>Fluency (Version 2)</td>
<td>—</td>
<td></td>
<td></td>
<td></td>
<td>✓*</td>
</tr>
</tbody>
</table>

* Optional

**TEST ADMINISTRATORS**
Classroom teachers, reading specialists, administrators, and other support staff can all administer the ISEL-K/1. However, it appears to assist teachers’ understanding of test results if they administer the ISEL-K/1 to at least five of their own students.
Compact disks (CDs) to assist training personnel are available from the Illinois State Board of Education (ISBE).

**TESTING ENVIRONMENT**
Testing should take place in a quiet, comfortable, well-lit area that is free of distractions. The child should be seated beside the teacher, with all testing materials easily visible to the child. Allow “wait time” to respond, maintain an even, rhythmic pace to avoid restlessness and inattentiveness, and reassure the child throughout.

**50th AND 20TH PERCENTILE SCORES**
(previously identified respectively as “Target” and “Watch” Scores)
In 2001-02, the ISEL-K/1 was standardized or “normed.” This refers to a careful process of administering the assessment to 1,000 kindergarten and first grade students who live in all educational-geographic areas in the state of Illinois. This sample was matched to the overall demographics of Illinois in terms of socio-economics, rural/suburban/urban, ethnicity, geography, and population density. The ISEL-K/1 was given to each child two times. First, within a period marked by the beginning of the school year and October 15th; and then again to the same group of children between April 15th and the end of the school year.

This ISEL-K/1 norming process produced two important scores for each snapshot and they can serve as guides to inform teacher decision-making about students and their instruction. The first, earlier called the “Target Score” is now referred to as the 50th Percentile Score. This 50th Percentile Score (one for each Fall and Spring snapshot administered) represents the average raw score that students in the norming population achieved on a given snapshot. When future students are given the ISEL-K/1 during the same timeframe, and if the same procedures are used as were for these normed students, teachers may compare their own student outcomes to the 50th Percentile Score for each snapshot. When asked, teachers have seen these 50th Percentile Scores as a sign that their students are making adequate literacy progress. The ISEL-K/1 pre- and post-test data support these teacher determinations.

The second score, earlier called a “Watch Score,” is now referred to as the 20th Percentile Score. It represents the score that separated out the lowest 20% of the norming student population. Students who were at or below this score were seen to be at risk by their teachers for making adequate literacy progress. It is these students who may be most in need of some form of structured intervention.

These 50th and 20th Percentile Scores for Version 1 are listed in Table 3 on page 10. The 50th and 20th Percentile Scores for Version 2, Form A-Fall and Version 2, Form B-Spring, are listed in Table 4 on page 11. These Percentile Scores are also listed on the Scoresheet Summary page of each scoresheet packet, and can be viewed on the ISEL-K/1 website. This website is currently made available by the State of Illinois through their educational website at [www.isbe.net](http://www.isbe.net).
### Table 3: 50th (Target) and 20th (Watch) Percentile Scores for ISEL-K/1 (Version 1)

<table>
<thead>
<tr>
<th></th>
<th>KINDERGARTEN</th>
<th></th>
<th>FIRST GRADE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall</td>
<td>Spring</td>
<td>Fall</td>
<td>Spring</td>
</tr>
<tr>
<td></td>
<td>Highest</td>
<td>Watch</td>
<td>Target</td>
<td>Watch</td>
</tr>
<tr>
<td>1 Alphabet Recognition: Upper and Lower Case</td>
<td>54</td>
<td>15</td>
<td>35</td>
<td>50</td>
</tr>
<tr>
<td>2 Story Listening: Comprehension and Vocabulary</td>
<td>21</td>
<td>11</td>
<td>14</td>
<td>13</td>
</tr>
<tr>
<td>3 Phonemic Awareness: Initial Consonant</td>
<td>10</td>
<td>3</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>4 One-To-One: Matching &amp; Word Naming</td>
<td>9</td>
<td>1</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>5 Letter Sounds</td>
<td>26</td>
<td>—</td>
<td>9</td>
<td>14</td>
</tr>
<tr>
<td>6 Developmental Spelling</td>
<td>27</td>
<td>—</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>7 Word Recognition</td>
<td>22</td>
<td>—</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>8 Passage Reading</td>
<td>12</td>
<td>—</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
### Table 4: 50th (Target) and 20th (Watch) Percentile Scores for ISEL-K/1 (Version 2)

<table>
<thead>
<tr>
<th></th>
<th>KINDERGARTEN</th>
<th></th>
<th></th>
<th>FIRST GRADE</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Form A Fall</td>
<td>Form B Spring</td>
<td>Form A Fall</td>
<td>Form B Spring</td>
<td>Form A Fall</td>
</tr>
<tr>
<td></td>
<td>Highest Possible Score</td>
<td>Watch Target</td>
<td>Watch Target</td>
<td>Watch Target</td>
<td>Watch Target</td>
<td>Watch Target</td>
</tr>
<tr>
<td>1</td>
<td>Alphabet Recognition: Upper and Lower Case</td>
<td>54</td>
<td>15</td>
<td>35</td>
<td>50</td>
<td>52</td>
</tr>
<tr>
<td>2</td>
<td>Story Listening: Comprehension and Vocabulary</td>
<td>21</td>
<td>11</td>
<td>14</td>
<td>13</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>Phonemic Awareness: Initial Consonant</td>
<td>10</td>
<td>3</td>
<td>6</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td>One-To-One: Matching &amp; Word Naming</td>
<td>9</td>
<td>1</td>
<td>4</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>5</td>
<td>Letter Sounds</td>
<td>26</td>
<td>—</td>
<td>9</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>6</td>
<td>Developmental Spelling</td>
<td>27</td>
<td>—</td>
<td>6</td>
<td>10</td>
<td>14</td>
</tr>
<tr>
<td>7</td>
<td>Word Recognition</td>
<td>22</td>
<td>—</td>
<td>2</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>Vocabulary</td>
<td>14</td>
<td>2</td>
<td>5</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>9</td>
<td>Passage Reading</td>
<td>12</td>
<td>—</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>Fluency</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
</tbody>
</table>

**INSTRUCTIONAL IMPLICATIONS**

The ISEL-K/1 provides screening, diagnostic, and progress information to teachers as they plan and develop classroom-based reading instruction. It is linked to the overall goals of the Illinois Reading Initiative and reflects the National Standards for Reading and the Illinois Learning Standards. Appendix D on page 72 provides an alignment of the ISEL-K/1 to the Illinois Language Arts Early Learning Standards. In addition, the ISEL-K/1 can guide development of a curriculum model to design effective models for early intervention.

**WEBSITE SUPPORT**

The State of Illinois Board of Education’s website at www.isbe.net supports teachers who administer the ISEL-K/1 to their students. This website provides Administration Booklets, Scoresheet Packets, Teacher’s Guides, and Technical Manuals that can be downloaded and/or printed without charge. These materials are available to all teachers, administrators, and support staff.
MATERIALS

Teacher materials include a multiple-page consumable Scoresheet packet (one per child), a Student Booklet (one per test administrator), five “little books” and the Teacher’s Guide to the ISEL-K/1.

SCORESHEET PACKET

The two “top” pages on the Scoresheet Packet are each referred to as the Scoresheet Summary. One is to be used for kindergarten students and one for first grade students. (The unused Scoresheet Summary can be torn off and discarded.) Each contains areas to document pertinent student information, as well as spaces to record a student’s performance on each snapshot.

In Version 1, the Scoresheet Summary page is followed by one scoresheet each for Snapshots 1 through 7. Snapshot 8 requires four scoresheets, a separate one to record a student’s performance on each of the four “little books” used in Passage Reading Snapshot. They are identified as Snapshots 8-b, 8-d, 8-h, and 8-j. In Versions 2A and 2B, Passage Reading becomes Snapshot 9 and also requires four separate scoresheets, 9-b, 9d, 9-h, and 9-j.

Version 2’s Scoresheet Packet also includes two additional snapshots not in Version 1. Snapshot 8 is a Vocabulary Snapshot and it requires two scoresheet pages. Fluency, Snapshot 10, requires one only scoresheet page.

Masters for all Scoresheet Packets are available on the Illinois State Board of Education (ISBE) website at www.isbe.net and can be downloaded and printed in black ink on plain copy paper.

With the exception of the Scoresheet Summary page, scoresheet format for all ISEL-K/1 scoresheets is the same. See page 13 for a generic scoresheet that explains the five sections that are consistent across all snapshots and purpose that each one serves. The sections are identified as MATERIALS, DO & SAY, MARK, RECORD, and SCORE.
### Formatting Example: ISEL-K/1 Scoresheet Format

<table>
<thead>
<tr>
<th>SNAPSHOT NAME HERE</th>
<th>SNAPSHOT NUMBER HERE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Materials</strong></td>
<td>This section lists the pages to use in the Student Booklet, which Scoresheet to use, and whether any additional materials are needed (e.g., Little Books, pencils, etc.).</td>
</tr>
<tr>
<td><strong>DO and SAY</strong></td>
<td>This section provides a script and the sequence of actions needed to prepare the child for the snapshot.</td>
</tr>
<tr>
<td><strong>MARK</strong></td>
<td>This section shows the teacher how to document the student’s performance in the <strong>RECORD</strong> section below.</td>
</tr>
<tr>
<td><strong>RECORD</strong></td>
<td>This section reproduces what the child sees or reads as s/he looks at the Student Booklet. The teacher uses this reduced version to record the child’s performance (e.g., correct responses, incorrect responses, self-corrections, etc.). How to mark the child’s performance is explained above in <strong>MARK</strong>.</td>
</tr>
<tr>
<td><strong>SCORE</strong></td>
<td>This section explains how to use the information above in <strong>RECORD</strong> in order to arrive at a final score for the child’s performance on the snapshot.</td>
</tr>
</tbody>
</table>

#### Comments/Observations

Additional comments and/or observations may be written in this space or along the left-hand side of the scoresheet.

This section provides a place to record the child’s final score. The number is then entered on the Scoresheet Summary page.
ADMINISTRATION BOOKLET

While one consumable Scoresheet packet is required for each student, only one Student Booklet is needed per teacher and can be used for all students. Students look at the Student Booklet to complete Alphabet Recognition, Phonemic Awareness, One-to-One Matching, Letter Sounds, Word Recognition, and Fluency (Version 2). For example, the student looks at two pages of printed upper and lower case letters in the Student Booklet to complete Snapshot 1.

The Student Booklet is **not** used with students to administer Storybook Listening, Developmental Spelling, Passage Reading, and Vocabulary (Version 2). For example, students are expected to read a separate set of “little books” for Passage Reading.

Masters of the Student Booklet materials are also available on the ISBE website at [www.isbe.net](http://www.isbe.net). The Student Booklet should be downloaded, printed in black ink on heavy white paper or on tagboard (more durable) and spiral bound or stapled together. All pages in the student Booklet contain large, clear print and/or pictures free of background clutter. Pages are numbered and labeled with the name of the snapshot.

“LITTLE BOOKS” (Storybooks)

Ten storybook titles must be purchased separately, five for the ISEL-E and five for the ISEL-S. For ISEL-E, they are *The Carrot Seed* for Storybook Listening, Snapshot 2 and four “little books” to be used with Passage Reading, Snapshot 8 in Version 1 or Snapshot 9 in Version 2: *Toy Models, My Bike, Paint My Room,* and *Windpower.* For ISEL-S, they are *La Semilla de Zanahoria* for Storybook Listening and four “little books” written in Spanish for Snapshot 8: *Los Juguetes, La Hora de Acostarse, Mi Trabajo Especial,* and *El Poder del Viento.* Information on purchasing these books is listed at the end of this Teacher’s Guide, as well as on the ISBE website at [www.isbe.net](http://www.isbe.net). These books are generally stored in a plastic bag separate from the Student Booklet.
DIRECTIONS FOR 8 COMMON ISEL-K/1 SNAPSHOTs

In this first set of snapshot directions, the eight snapshots that are common to Versions 1 and 2 of the ISEL-E and to the ISEL-S are presented. This includes the following snapshots: Alphabet Recognition, Storybook Listening, Phonemic Awareness, One-to-One Matching, Letter Sounds, Developmental Spelling, Word Recognition, and Passage Reading. A description of the two snapshots that occur only in Version 2 of ISEL-E (Vocabulary and Fluency) will begin on page 52 in “Directions for 2 Additional Snapshots.”

ALPHABET RECOGNITION SNAPSHOT: UPPER AND LOWER CASE (SNAPSHOT 1 ON ISEL-E VERSIONS 1 AND 2 AND ON ISEL-S)

Purpose
Snapshot 1 is intended to determine the number of upper case and lower case letters that the child can identify.

Rationale
Letter knowledge is a preliminary precursor of literacy because it is essential that children grasp the concept that letters have unique features and specific names (Adams, 1990). When a child can discriminate features of letters, the child’s ability to distinguish letters from one another with control will enable him to be ready for “systematic associations like the alphabetical names and sound equivalents” (Clay, 1991, 1993a). With an inventory of known letters, the child is familiar with certain aspects of the visual details of print associated with emergent reading and writing.

Description
In this snapshot, the upper and lower case letters are arranged horizontally from easiest to most difficult to recognize. The child is asked to identify the letters in that order, moving from left to right across each row. This order of difficulty was determined by a field test with beginning kindergarten students in the fall of 2000.

With ISEL-E, as with ISEL-S, letter identification is important (Escamilla, Andrade, Basurto & Ruiz, 1996). Students are asked to identify a total of 54 letters, 26 upper case and 28 lower case. Alternative ways of printing two of the letters (typeset g and typeset A) are included because these letterforms are frequently seen in books.

Materials
The materials below are needed to administer Alphabet Recognition Snapshot.

- Snapshot 1 Scoresheet
- Pages 1 and 2, Administration Booklet
- Pencil (for teacher scoring)

Optional: Although not commonly used, a 5x8-index card or blank sheet of paper can be used as a shield for focusing a child’s attention on a targeted letter or area.
**Instructions**
After following the DO and SAY instructions on Snapshot 1 Scoresheet, point to each letter and ask the child to identify it.

**Options to Discontinue**
If a child cannot correctly identify the first six upper case letters (top row, bold-faced type on Scoresheet 1), the teacher may discontinue the upper case alphabet recognition task and proceed to the lower case task. If a child cannot correctly identify the first six lower case letters, the teacher has the option to discontinue and proceed to Snapshot 2, Story Listening. While these discontinuation points are suggested by the results of the 2000-01 ISEL field-test, the teacher may decide to continue with the task. The teacher and the child may quickly scan the balance of the letters or choose specific letters that might be of particular importance to an individual child (e.g., the letters of the child’s name).

**Marking and Scoring**
Circle all omitted letters. Record an incorrect response above the letter. Place an sc above any error that the child self-corrects and count this self-correction as correct. Although reversals are common among young children, count them as incorrect.

Spaces are provided at the bottom of the Scoresheet to record the child’s upper and lower case alphabet recognition score as well as the total score. Record the total score on the Scoresheet Summary page. See examples of completed Alphabet Recognition Scoresheets on page 17 (ISEL-E) and page 18 (ISEL-S).

*Note: It may be helpful to note all English intrusions/substitutions on the ISEL-S and all Spanish intrusions/substitutions on the ISEL-E. Evidence of Spanish or English intrusions in the child’s responses may indicate a transitional literacy stage (Fashola, Drum, Mayer & Kang, 1996). For a more critical evaluation, it is suggested that both the ISEL-E and the ISEL-S version of this snapshot may be administered to some students.*

**Implications for Instruction**
The following teaching strategies and/or activities are suggested to help improve a child’s alphabet recognition. Provide opportunities for the child to:

- identify, match, and/or sort upper and lower case magnetic letters
- play games such as Lotto, Concentration, and Go Fish with letter flash cards
- read a variety of simple alphabet books
- write letters in the air, in a sand tray, on a chalkboard, or on a Magna Doodle
- cut-out and identify letters in magazines and newspapers
- search for and circle specific letters on a printed page
- complete alphabet puzzles
### Marking and Scoring Example: ISEL-E Alphabet Recognition Scoresheet

#### ALPHABET RECOGNITION: Upper and Lower Case

| MATERIALS | This scoresheet  
| Pages 1 and 2 in ISEL Student Booklet |

| DO and SAY | “Say the name of each letter. If you don’t know a letter, we’ll skip it and go on.”  
| Teacher points to each letter. |

| MARK | Incorrect response  
| Record incorrect response (including reversals) above letter  
| No response or “I don’t know”.... Circle omitted letter  
| Self-corrections.  
| Place (SC) above self-corrected letter |

| RECORD | OPTION:  
| If student misses **ALL** letters in top row (but only if **ALL**), you may:  
| 1. Discontinue Upper Case.  
| 2. Begin Lower Case. |

| RECORD | OPTION:  
| If student misses **ALL** letters in top row (but only if **ALL**), you may:  
| 1. Discontinue Lower Case.  
| 2. Begin Snapshot 2. |

| SCORE | Score 1 point for each correct letter. Self-corrections are correct. Reversals are *not* correct. |

#### Correctly named a total of 51 out of 54 upper and lower case letters.

- Said **x** for **k**, but then self-corrected. *Not* scored as an error.
- Said **z** for **v**. Did not self-correct. Scored as an error.
- Said **y** for **z**, but then self-corrected. *Not* scored as an error.
- Said **z** for **y**. Did not self-correct. Scored as an error.
- No response for **g**. Scored as an error.

- Correctly named 25 upper and 26 lower case letters.
Marking and Scoring Example: ISEL-S Alphabet Recognition Scoresheet

**Materials**
This scoresheet
Pages 1 and 2 in ISEL Student Booklet

**DO and SAY**
"Díne el nombre de cada letra. Si no reconoces una letra, déjala y continúa, por favor":
- Teacher points to each letter.
- This is a test of Spanish literacy knowledge only. When response is in English, prompt for Spanish.
- When there is repeated evidence of English intrusions, consider also administering Snapshot 1 from the ISEL-E.

**MARK**
Incorrect Spanish response........... Record incorrect response (including reversals) above letter.
No response or "I don’t know"...... Circle omitted letter.
Self-corrections...................... Place (C) above self-corrected letter.

**RECORD**

<table>
<thead>
<tr>
<th>OPTION:</th>
</tr>
</thead>
<tbody>
<tr>
<td>If student misses <strong>ALL</strong> letters in top row (but only if ALL DO), you may:</td>
</tr>
<tr>
<td>1. Discontinue Upper Case.</td>
</tr>
<tr>
<td>2. Begin Lower Case.</td>
</tr>
</tbody>
</table>

---

**Snapshot 1**

**Correctly named a total of 49 out of 54 upper and lower case letters.**

---

**Comments/Observations:**

Score 1 point for each correct Spanish response. Self-corrections are scored as correct. Reversals are not correct. English-only responses are not correct.

**Upper Case**

<table>
<thead>
<tr>
<th>Upper Case</th>
<th>24/26</th>
</tr>
</thead>
</table>

**Lower Case**

<table>
<thead>
<tr>
<th>Lower Case</th>
<th>25/28</th>
</tr>
</thead>
</table>

24 correct upper case + 25 correct lower case = a score of 49 correct out of 54.
Purpose
The Story Listening Snapshot assesses the child’s ability to listen to a story read aloud as well as to respond to questions about the story.

Rationale
Listening is the foundation for the language arts and is the first acquired language mode. Despite its fundamental nature, or because of it, listening is often a neglected language art (Tompkins, 1995). Listening to stories is especially important because children develop a “sense of story” as well as increase their vocabulary knowledge (Pappas, & Brown, 1988; Elley, 1989; Dickinson & Smith, 1989). Listening to stories appears to foster an interest in books and reading. Furthermore, story listening can provide a springboard for meaningful discussions, thus helping the child acquire an essential literacy and school learning skill (Dyson & Genishi, 1994; National Research Council, 1998). In addition, the child is expected to listen efferently or to “carry away information” (Rosenblatt, 1978, 1991).

Description
There is no corresponding page for Snapshot 2 in the Administration Booklet. Instead, the teacher uses a storybook by Ruth Krauss, either *The Carrot Seed* or *La semilla de zanahoria* (for ISEL-S). The story is about a little boy who plants a carrot seed and takes appropriate care of it, in spite of his family’s doubts about the outcome. Unaffected by their skepticism, the little boy is not surprised when he hauls away a huge carrot at the end of the story.

A question and answer session follows the storybook reading. The teacher determines if the child’s answers are reasonable by using a list of typical responses as guidelines (recorded in the fall 2000-01 field-test).

The child may score a maximum of 21 points on Snapshot 2. Answers considered “reasonable” score one point. Answers that use richer, more literary language and vocabulary may be awarded either one or two additional points.

Materials
The materials listed below are needed to administer the Story Listening Snapshot.

- Snapshot 2 Scoresheet
- *The Carrot Seed* or *La semilla de zanahoria* by Ruth Krauss
- Pencil (for teacher scoring)

Instructions
After following the **DO and SAY** instructions on the Snapshot 2 Scoresheet, the teacher sits next to the child and reads *The Carrot Seed/La semilla de zanahoria* aloud, pausing briefly on each page so that the child can look at the illustrations. There is no discussion after reading the script in **DO and SAY**. After the read-aloud is finished, the teacher asks the
child each of the nine questions one at a time. Only questions one and nine offer additional prompts for the teacher to use if a child makes no response or appears not to understand either of those two questions. These prompts are in parentheses. All other questions should be asked only as printed on the scoresheet.

**Marking and Scoring**

Snapshot 2 provides an opportunity for multi-leveled scoring of student responses to questions one through eight. This method of scoring is designed to distinguish and acknowledge the child’s ability to provide brief, logical answers and the child’s ability to elaborate with related vocabulary and richer literary language.

If the child’s answer is “reasonable,” or logically follows the story line, the teacher places a plus in the square. If, in the course of giving a reasonable answer, a child includes specific words or phrases, the teacher places a plus in the oval.  *Note: If an oval is marked to signify the use of specific vocabulary, the box for that question (for reasonable answers) should also be marked with a plus.* Question 9 is awarded one point and allows the child to respond personally to the story. The teacher should score all responses to question 9 as correct except silence or, “I don’t know.”

Although not required, teachers may underline or circle one of the listed answers. Or, blank spaces may be used to jot down the gist of a response seen as reasonable, even if it is not listed as an option. Total the number of correct responses at the bottom of the scoresheet and on the Scoresheet Summary page. See an example of a completed ISEL-E Story Listening Scoresheet on page 22.

To assist in evaluating the quality of the student’s response, the questions are categorized as follows:

- Information from the text that follows the story’s structure (questions 1, 2, 3, 4, and 5)
- Inferences from the text (question 6)
- Conceptual and vocabulary knowledge (questions 7 and 8)
- Personal response (question 9)

*Note: It may be helpful to note all English intrusions/substitutions on the ISEL-S and all Spanish intrusions/substitutions on the ISEL-E. Evidence of Spanish or English intrusions in the child’s responses may indicate a transitional literacy stage (Fashola, Drum, Mayer & Kang, 1996). For a more critical evaluation, it is suggested that both the ISEL-E and the ISEL-S version of this snapshot may be administered to some students.*
Implications for Instruction
The following teaching strategies and activities are suggested to help improve a child’s vocabulary, conceptual knowledge, and capacity for listening. Provide opportunities for the child to:

- appreciate language patterns in poetry, songs and stories
- identify story elements such as characters, setting and plot
- form mental images and make predictions
- participate in conversations with adults and classmates
- talk about and dramatize new situations, concepts and vocabulary
- learn vocabulary concepts through repeated readings of storybooks and works of non-fiction
### Marking and Scoring Example: ISEL-E Story Listening Scoresheet

**STORY LISTENING: Comprehension and Vocabulary**

<table>
<thead>
<tr>
<th>MATERIALS</th>
<th>This scoresheet by Ruth Krauss</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>DO AND SAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I’m going to read you a story. It’s called ‘The Carrot Seed.’ When I finish, we’ll talk about the story.”</td>
</tr>
<tr>
<td>&gt; Position book to provide student with a clear view of the illustrations.</td>
</tr>
<tr>
<td>&gt; Read “The Carrot Seed” to the student, without discussion, before or during story.</td>
</tr>
<tr>
<td>&gt; After reading, ask questions below. For questions 1 and 9, use prompts in parentheses only if needed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MARK</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt; Mark comprehension responses in the box (□).</td>
</tr>
<tr>
<td>&gt; Mark vocabulary responses in circles (○).</td>
</tr>
<tr>
<td>&gt; If a vocabulary circle is marked, the corresponding box for that answer is also usually marked</td>
</tr>
</tbody>
</table>

#### Questions:

1. **1. How did the story begin? (What was the first thing the little boy did?)**
   - Gave reasonable answer. Included PLANT, but not SEED or CARROT.
   - Gives any reasonable answer: planted a carrot; planted a seed; put something into the ground; planted something into the ground; put something in to grow, etc.
   - Uses any form of the word **plant** (e.g., planted).
   - Uses any form of the word **seed** and/or carrot.

2. **2. After he planted the seed, what did his family say?**
   - Gave reasonable answer.
   - Uses any form of the word **come up** and/or **grew**.

3. **3. What did he do after his family said it wouldn’t come up?**
   - Gave reasonable answer: he took care of it; he watered it; he pulled the weeds; he kept watching it, etc.
   - Uses any form of the word **water** (e.g., waters) and/or **sprinkle** (e.g., sprinkled).
   - Uses any form of the word **weed**.

4. **4. Why did the little boy keep taking care of the carrot seed after his family said it wouldn’t come up?**
   - Gave reasonable answer: he wanted a carrot; he wanted to keep taking care of it, etc.
   - Uses the word **believe** (e.g., he didn’t believe them) and/or **know** (e.g., he knew it could grow) and/or thought differently (e.g., he thought it could grow).
   - Uses any form of the word **grow** (e.g., grewed or came up).

5. **5. What happened at the end of the story?**
   - Gave reasonable answer: it came up; he got his carrot; he carried it away, etc.
   - Uses any form of the word **dig** and/or **hole** and/or **hurt**.
   - Uses any form of the word **ground** and/or **dirt**.

6. **6. Tell me how you plant a seed.**
   - Gave reasonable answer: put something in to grow; put something in the dirt; dig a hole for seeds, etc.
   - Uses any form of the word **stay** and/or **time** and/or **bark**.

7. **7. What are weeds?**
   - Gave reasonable answer: little things in the ground; the little sticks; little plants; green things, etc.
   - Indicates that weeds are plants or growing things (not just “sticks”): **plant**: flower; growing stuff; **weed**: little grasses.
   - Indicates that weeds are harmful: they crowd; they take the shade; they are bad; you don’t want them there.

8. **8. What is a carrot?**
   - Gave reasonable answer: something you eat; a vegetable; for bunnies; for eyes; for horses; food; dinner; for your health.
   - Uses any form of the word **vegetable**.

9. **9. What did you like about the story? (What was funny or surprising; what didn’t you like?)**
   - Gave any answer except, “I don’t know.”
   - Uses any form of the word **vegetable**.

---

**Comments/Observations:**

**Score:** Score one point for each box and/or circle that contains a plus.

8/23/02

**Story Listening: Comprehension and Vocabulary**

14 / 21

Combined score for all 9 answers gave a total of 14 out of 21 points.
PHONEMIC AWARENESS SNAPSHOT: INITIAL CONSONANT
(SNAPSHOT 3 ON ISEL-E VERSIONS 1 AND 2 AND ON ISEL-S)

Purpose
The Phonemic Awareness Snapshot is intended to identify the child’s level of phonemic awareness as measured by the ability to match words that begin with the same sound.

Rationale
Phonemic awareness is the “understanding that words can be divided into a sequence of phonemes” or the minimal sound units of speech (Bradley & Bryant, 1983; Blachman, Ball, Black & Tangel, 1994; National Research Council, 1998). It is a gradual, developing process that usually begins to emerge during the preschool years. Children with an emerging phonemic awareness begin to discern, for example, that BOX and BEST or that PAN and PET begin with the same sound. The ability to hear these initial consonant sounds helps to support and affirm the child’s emerging phonemic awareness and overall literacy development (Vernon & Ferreiro, 1999). Substantial bodies of research acknowledge that phonemic awareness is one of the best predictors of reading success among kindergarten children and of reading performance among first- and second-grade children.

Description
For each item, the child listens as the teacher pronounces the prompt (not represented by a picture). Then the teacher pronounces and points to each of three pictures in the Student Booklet, only one of which begins with the same sound as the prompt. The child is asked to identify that picture that starts with the same sound as the prompt. Two of the three pictures are distracters because they begin with initial sounds that do not match the prompt. The ISEL-E presents nine initial consonant sounds (/s/, /m/, /j/, /f/, /l/, /r/, /k/, /b/, /p/) and one digraph (/sh/). The ISEL-S has ten initial consonant and initial vowel sounds (/s/, /o/, /l/, /a/, /n/, /ch/, /ll/, /t/, /m/, and /e/). For each item, recognizable and familiar pictures were carefully chosen to represent both the distracters’ beginning sounds and the correct picture’s beginning sounds.

In ISEL-E, the two exemplars are not scored. They are included so the teacher can model the requirements of this task. The child is asked to choose the correct picture to match MOON (MILK matches MOON) and FISH (FIRE matches FISH). In Version 1 and in the Form A (Fall) of Version 2, the student can earn 10 points for correctly identifying the matching pictures for SIDE, MAIL, SHINE, JET, FEET, LAMP, ROAD, CAN, BACK, and PAN. BACK and MAIL are among the six words used in Snapshot 6, Developmental Spelling and this may provide additional information about the child’s phonemic awareness and letter-sound knowledge.

In the Form B, spring form of Version 2, the child is asked to choose the correct pictures to match the beginning sounds in a different set of words. They are SOCKS, MAP, SHORE, JAR, FENCE, LIP, RIP, CAT, BEAN, and PACK. Although these words are different, the exemplars, MOON and FISH remain the same.
In ISEL-S, the two exemplars COPA (CARRO matches COPA) and PESCADO (PAJARO matches PESCAD) are also not scored. Students receive 10 points for correctly identifying the matching sounds for SOL, OJO, LIMON, AZUL, NARANJA, CHOCOLATE, LLAVE, TAZA, MUNECA, and ESTRELLA. SOL and ESTRELLA are included in Snapshot 6, Developmental Spelling, to provide additional information about the child’s phonemic awareness and letter-sound knowledge.

Materials
The materials listed below are needed to administer the Phonemic Awareness Snapshot.

- Snapshot 3 Scoresheet
- Page 3, ISEL Administration Booklet
- Pencil (for teacher scoring)

Instructions
Carefully follow the directions in DO and SAY for Snapshot 3. The teacher uses MOON and FISH in ISEL-E or COPA and PESCADO in ISEL-S to demonstrate the task. They are not scored. The teacher pronounces the initial word, then points and names the three pictures within the dotted lines that distinguish the exemplars from the scored items. With exemplars, the teacher repeats the prompt and the correct word after matching them to emphasize the matching consonant sounds with which they begin. Once exemplars A and B are completed (do not skip B), the teacher clearly pronounces the prompt word and points and names the pictures. When pronouncing the words and pictures, the teacher uses a clear, conversational tone. S/he does not stretch out, accent, or emphasize beginning sounds and does not repeat the matched pair after the child selects a picture. All pictures for items 1-10 are enclosed in solid lines.

Marking and Scoring
The names of the three pictures appear on the right-hand side of the RECORD section of this snapshot’s scoresheet. Correct responses are printed in bold-faced letters. Circle all words that the child chooses as a response, whether it is the right word or the wrong word. Consider responses correct if the child only points to the picture, only pronounces the name of the picture, or does both. Do not circle anything if the child does not give a response. To score, total the number of correct responses. Enter that number in the space provided at the bottom of the scoresheet and on the Scoresheet Summary. See an example of a completed ISEL-E Snapshot 3 scoresheet on page 26.

Note: It may be helpful to note all English intrusions/substitutions on the ISEL-S and all Spanish intrusions/substitutions on the ISEL-E. Evidence of Spanish or English intrusions in the child’s responses may indicate a transitional literacy stage (Fashola, Drum, Mayer & Kang, 1996). For a more critical evaluation, it is suggested that both the ISEL-E and the ISEL-S version of this snapshot may be administered to some students.
Implications for Instruction

The following teaching strategies and activities are suggested to nurture and promote phonemic awareness in a child. Provide opportunities for the child to:

- write independently and interactively (with the teacher)
- pronounce words slowly to highlight individual sounds
- choral read poems, rhymes, songs and chants
- match and sort pictures and words according to their beginning sounds
Marking and Scoring Example: ISEL-E Phonemic Awareness Scoresheet

Let's find pictures that start with the same sound. I'll do the first two.

For Examples A and B only say (pictures A & B are identified by dotted lines in Student Booklet):

EXAMPLE A
1. "Which of these pictures starts like MOON?"
2. "COMB—CHAIN—MILK."
3. "MILK starts like MOON."
4. "MILK—MILK—MOON."

EXAMPLE B
1. "Which one starts like FISH?"
2. "SAW—FIRE—CAR."
3. "FIRE starts like FISH."
4. "FIRE—FIRE—FIRE."

For questions 1-10 (pictures identified by solid lines in Student Booklet), say:
1. "Which of these pictures starts like..."
2. Point to all 3 pictures while saying each name clearly.
3. Do not emphasize beginning sounds, or identify matching pair, or repeat student's answer.
   > If student tries to say the picture names first, say, "Let me say the picture names."
   > If student tries to answer before all three pictures are named, say, "Wait until I name them all."

MARK
Circle student responses. (Correct responses are capitalized and bolded.)

RECORD
1. "Which one starts like SIDE?"
   - ring, jeep, SUN
2. "Which one starts like MAIL?"
   - foot, MOP, bat
3. "Which one starts like SHINE?"
   - SHOE, chair, doll
4. "Which one starts like JET?"
   - shell, JAM, bike
5. "Which one starts like FEET?"
   - mask, FAN, door
6. "Which one starts like LAMP?"
   - LEAF, moon, cake
7. "Which one starts like ROAD?"
   - fence, bell, RARE
8. "Which one starts like CAN?"
   - star, flag, CUP
9. "Which one starts like BACK?"
   - BIRD, fish, shirt
10. "Which one starts like PAN?"
    - nose, PIG, lamp

SCORE
Score 1 point for each correct answer.

Phonemic Awareness: Initial Consonant

Correctly matched all pairs except LAMP and LEAF.

Total of 9 correct out of 10.

22
ONE-TO-ONE MATCHING AND WORD NAMING SNAPSHOT
(SNAPSHOT 4 ON ISEL-E VERSIONS 1 AND 2 AND ON ISEL-S)

**Purpose**
This snapshot is intended to assess a child’s concept of word as measured by how accurately the child repeats a sentence (after hearing it) while concurrently pointing to each of the words as s/he repeats that familiar sentence. In addition, concept of word is also measured by the child’s accuracy in naming specific words in the sentence as the teacher targets them.

**Rationale**
Concept of word, also called one-to-one matching, refers to a child’s ability to map spoken words to printed words. Another one-to-one matching task is to identify specifically targeted words in familiar text (Morris, 1999). Acquiring a concept of word often is considered a prerequisite for developing an initial sight vocabulary and thought to facilitate attention to letter-sound relationships (Ehri, 1980; Morris, 1999).

Concept of word develops over time and takes into account that (1) a stream of speech is broken up into words, (2) a word is a unit of print bounded by spaces, and (3) spoken words map to written words in text. As a child develops a stable concept of word, s/he will be able to break words into parts, to note letters in words and to acquire an awareness of letter-sound relationships.

Children entering kindergarten and some first graders may display varying degrees of awareness that a word is a unit of letters bounded by space. Some will have no idea where to begin to point to words. Others may begin pointing accurately to the first few words, but err as they progress across a sentence. Still others will be able to point accurately to each word in the sentence and have a strategy for correctly naming targeted words.

**Description**
In this snapshot, the story known as the *Kim Story* in ISEL-E and *El Cuento de Luz* in ISEL-S, is printed on three pages in the Administration Booklet. Each page has one sentence supported by an illustration. After reading and pointing to each word on a page, the teacher asks the child to perform the same task and then the teacher points to two target words and asks the student to name them.

A maximum of three points per sentence is scored when two separate types of tasks are correctly completed. First, the child is awarded one point for accurately repeating each word in the sentence while simultaneously pointing to the corresponding printed word. Second, as the teacher points to each of two words in the sentence, the child can be awarded two additional point for accurately naming each of these two words. Because there are three sentences, a maximum number of nine points are possible for Snapshot 4.
Materials
The materials listed below are needed to administer the One-to-One Matching Snapshot.

- Snapshot 4 scoresheet
- Pages 4, 5, and 6, Administration Booklet
- Pencil (for teacher scoring)

Instructions
After following the DO and SAY instructions on the Snapshot 4 Scoresheet, the teacher turns to page 4 in the Student Booklet and reads the first sentence with conversational speed and intonation. The teacher points to each word precisely one time as s/he reads it, including multi-syllabic words. Then the child reads and points in the same way. Following the child’s attempt, the teacher immediately points to each target word and asks that the child identify it. The numerals 1 and 2 appear under those words on the scoresheet to indicate the order for naming. The process is repeated for the remaining two sentences.

Note: It is important not to talk or digress after reading each sentence. Speaking may interfere with the child’s ability to remember the sentence. Also, it may be helpful for the teacher to gently lift the child’s hand toward the page after reading the first sentence. For some children, the movement reminds them to point when they begin reading. Lifting the child’s hand eliminates the need to say, “Point” if the child forgets. Saying, “Point” may interfere with the child’s memory of the sentence.

Marking and Scoring
If the child makes one single tap or pointing motion to each word (regardless of the number of syllables) while simultaneously repeating the familiar sentence, place a plus on the blank line under the WORD POINTING column. Note: To receive a score, the child must point accurately to each word as he/she reads each sentence. If the child correctly names a target word in that same sentence, as it is pointed to by the teacher, place a plus on the blank under the WORD NAMING column.

Count the number of plus marks in the WORD POINTING column enter in the appropriate space at the bottom of the scoresheet. Count the number of plus marks in the two columns labeled WORD NAMING and also enter at the bottom of the scoresheet. The total score is derived by adding the two scores. Enter the total on the Scoresheet Summary Page. See an example of a completed ISEL-E Snapshot 4 Scoresheet on page 30.

Note: It may be helpful to note all English intrusions/substitutions on the ISEL-S and all Spanish intrusions/substitutions on the ISEL-E. Evidence of Spanish or English intrusions in the child’s responses may indicate a transitional literacy stage (Fashola, Drum, Mayer & Kang, 1996). For a more critical evaluation, it is suggested that both the ISEL-E and the ISEL-S version of this snapshot may be administered to some students.
Implications for Instruction
The following teaching strategies and/or activities are suggested to help improve a child’s concept of word. Provide opportunities for the child to:

- read and point with the teacher while reading texts
- observe the teacher writing connected text
- participate in interactive and/or shared writing
- cut apart and reassemble sentences
- locate words in text that begin with specified letters and sounds
Marking and Scoring Example: ISEL-E One-to-One Matching Scoresheet

**DO and SAY**

“We’re going to read a short story together. I’ll read each page first and point to each word as I read. Then it will be your turn to read and point on the same page.”

- The process below is repeated in full for each sentence before moving on to the next page:
  1. Teacher reads one sentence alone, pointing once to each word in that sentence.
  2. Student reads same sentence (alone), pointing to each word in that sentence. If student fails to try pointing, teacher can lift the student’s finger toward the page.
  3. After student reads each sentence, teacher points to each of 2 target words in that sentence, one word at a time, and asks, “What’s this word?”

- After teacher reads and points to each sentence (step 1 above), s/he avoids talk or distractions in order to facilitate student’s memory of the sentence.

- If teacher is unsure whether student pointed to each word (e.g. student pointed and read too quickly), the teacher can direct student to read sentence again and to point more carefully.

**MARK**

Student points once to each and every word while reading sentence … Plus (+) in WORD POINTING column.

Student does not point once to each and every word in sentence ………. Dash (-) in WORD POINTING column.

Student correctly identifies a target word to which teacher points….. Plus (+) in WORD NAMING column.

Student does not correctly identify target word to which teacher points…… Dash (-) in WORD NAMING column.

**NOTE:** In WORD NAMING, if student’s word naming response is a close approximation, score response as correct (e.g. student says “walked” instead of “walking”).

However, if student struggles to remember/repeat a sentence, check DIFFICULTY REMEMBERING SENTENCE box.

**RECORD**

<table>
<thead>
<tr>
<th>Sentences</th>
<th>Word Pointing</th>
<th>Word Naming</th>
<th>Word Naming</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Kim is walking in the rain.</td>
<td>-</td>
<td>+</td>
<td>-</td>
</tr>
<tr>
<td>2. She sees a big dog.</td>
<td>-</td>
<td>+</td>
<td>-</td>
</tr>
<tr>
<td>3. The dog shakes water on own.</td>
<td>-</td>
<td>+</td>
<td>-</td>
</tr>
</tbody>
</table>

**SCORE**

Add pluses (+) in WORD POINTING column and enter below (total possible = 3).

Add pluses (+) in WORD NAMING columns and enter below (total possible = 6).

**Comments/Observation:**

One-to-One matching and Word Naming: Pointing 2/3 Naming 3/6

Total of POINTING and NAMING entered here (2+3=5).

Pointed successfully in sentences 2 and 3 for POINTING task.

Successful for 3 words out of 6 in NAMING task (RAIN, SHE, and DOG). Could not identify WALKING, BIG, or WATER.
LETTER SOUNDS SNAPSHOT
(SNAPSHOT 5 ON ISEL-E VERSIONS 1 AND 2 AND ON ISEL-S)

Purpose
This snapshot is intended to determine the number of letter sounds that the child can orally reproduce correctly.

Rationale
Letter sound knowledge undergirds the alphabetic system in English reading and writing. Children who can recognize letters of the alphabet and are able to produce their sounds are developing knowledge of letter-sound relationships. Spanish speaking children usually do not follow the same path as English speakers to reach phonological awareness. In Spanish, the strong syllabic rhythm and consistent long vowels help to ease the child’s ability to distinguish both phonemes and syllables (Morais, 1995; Vernon & Ferreiro, 1999). Research studies indicate that a child who is in control of letter-sound relationships can use this knowledge to assist in (1) mapping letters or letter groups to sounds (2) identifying individual sounds in words (3) recognizing familiar and unfamiliar words in reading and (4) writing known and unknown words (Adams, 1990).

Description
In ISEL-E, 18 upper case consonant letters are arranged horizontally. This arrangement represents the corresponding letter sounds ordered from easiest to most difficult. The 5 vowel letters and three digraphs are printed in lower case type and are arranged similarly. The order of difficulty was determined by a field test with beginning kindergarten students in the fall of 2000. Likewise, the order of difficulty for ISEL-S was determined through a field-test. Thus, vowels and consonants are not separated.

In ISEL-E, students are asked to provide sounds for 26 letters, 18 of which are consonants, five of which are vowels (requiring a short vowel sound to be counted as correct), and three of which are digraphs. In ISEL-S, students are asked to identify 25 sounds, 20 of which are consonant sounds (including ll and ch) and five of which are vowels.

Materials
The materials listed below are needed to administer Snapshot 5.

- Snapshot 5 Scoresheet
- Page 7, Administration Booklet
- Pencil (for teacher scoring)

Instructions
The teacher reads the **DO and SAY** instructions on the Snapshot 5 Scoresheet. To provide an opportunity for the teacher to demonstrate the task s/he supplies the sound for the exemplar /m/ and asks the child to repeat the sound. Once the exemplar is completed the
teacher ceases to assist the child and only points to each letter (left to right) as the child attempts to represent the corresponding sound.

**Options to Discontinue**
If a child cannot correctly provide sounds for the first six letters, bolded and in the top row, the teacher may discontinue the task and proceed to Snapshot 6, Developmental Spelling. While the results of the 2000-01 ISEL-K/1 field-test suggest this discontinuation, the teacher may also choose to quickly scan the balance of letters after discontinuation or choose specific letters that might be of particular importance to an individual child (e.g., the letters of the child’s name).

**Marking and Scoring**
Circle all omitted sounds and record incorrect responses above the letters. Place sc above any error that the child self-corrects and count the self-correction as correct.

In the ISEL-E, if a child adds an /uh/ sound following the consonant (e.g., /buh/ for the sound of B) count as correct; similarly /er/ for the sound of R is counted as correct.

In the ISEL-S, if a child adds a vowel sound that indicates the consonant was taught as a syllable (e.g., /ma/, /me/, /mi/, /mo/, or /mu/ for the sound of M), count as correct.

Count the number of correct and self-corrected responses and enter the number in the appropriate space on the scoresheet and on the Scoresheet Summary page. See an example of a completed Snapshot 5 ISEL-E Scoresheet on page 33 and a Snapshot 5 ISEL-S Scoresheet on page 34.

*Note: Please note all English intrusions and substitutions on the ISEL-S and all Spanish intrusions and substitutions on the ISEL-E. Evidence of Spanish or English intrusions in the child’s responses may indicate a transitional literacy stage (Fashola, Drum, Mayer & Kang, 1996). For a more critical evaluation, it is suggested that both the ISEL-E and the ISEL-S version of this snapshot may be administered to some students.*

**Implications for Instruction**
The following teaching strategies and/or activities are suggested to help improve a child’s letter-sound recognition. Provide opportunities for the child to:

- read simple alphabet books
- write interactively by supplying known letters, letter clusters, and words
- write independently
- pronounce words slowly and think about how the sounds can be represented
- read and reread familiar books
- use letter sound knowledge in instructional-level new text
- write from dictation
- build words with word cards, tiles or letter boxes
### Marking and Scoring Example: ISEL-E Letter Sounds Scoresheet

**LETTER SOUNDS**

**MATERIALS**
- This scoresheet
- Page 7 in ISEL Student Booklet

**DO and SAY**
- "You told me the names of the letters. Now tell me the sound you make when you see each letter. Not the name...just the sound. If you don't know the sound for a letter, we'll skip it and go on. Here's how I do it." Teacher points to M in Student Booklet and says, "When I see this letter, I say, /mmm/.

  > After giving example with M, say, "Now I want you to make sounds for some other letters."

  > If student says letter name, say, "That's the name. Do you know the sound?"

  > If student says a word that begins with the sound, say, "Can you make the sound for this letter?"

  > If student gives the long sound for a vowel (like the /i/ sound in CAT), say, "Do you know another sound for this letter?" Give credit only if student makes a short vowel sound (like the /a/ sound in CAP).

  > If student gives the soft sound for G (like the /j/ sound in CITY), say, "Do you know another sound for this letter?" Give credit only if student makes the hard sound for G (like the /g/ sound in GYM). If student gives the soft sound for G (like the /j/ sound in GYM), say, "Do you know another sound for this letter?" Give credit only if student makes the hard sound for G (like the /g/ sound in GYM).

**MARK**
- Incorrect response: Record incorrect response above letter
- No response or "I don't know": Circle omitted letter
- Self-correction: Place (X) above self-corrected letter
- Student attaches an /uh/ sound after consonant (e.g., /bah/). Response is considered correct

**RECORD**
- Consonant Sounds
- Short Vowel & Diphthong Sounds

**SCORE**
- Score 1 point for every correct sound. Count self-corrections as correct.

**Comments/Observations:**
- No response for SH, TH, or CH. Scored as errors.
- 5 incorrect responses give a score of 21 out of 26.

**Letter Sounds**
- 21/26

Made short u sound (i.e., /uh/) for both e and i. Not self-corrected. Scored as errors.
**Marking and Scoring Example: ISEL-S Letter Sounds Scoresheet**

**LETTER SOUNDS**

| MATERIALS | This scoresheet  
| Page 7 in ISEL Student Booklet |

| DO and SAY |
| "Ya me dijiste los nombres de las letras. Ahora, dime el sonido que hace cuando ves cada letra. No el nombre; solamente cómo suena. Si no sabes cómo suena; déjala y puedes continuar. Así lo hago yo. Teacher points to M in Student Booklet and says, “Cuando veo esta letra digo /mmm/.” |

- After giving example with M, say, “Ahora, quiero que me digas cómo suenan más letras”.
- If child says consonant name say, “Es un nombre. ¿Sabes cómo suena?”
- If child says a word that begins with the sound, say, “¿Pueden decir solamente cómo suena esta letra?”
- This is a test of Spanish literacy knowledge only. When response is in English, prompt for Spanish.
- When there is repeated evidence of English intrusions, consider also administering Snapshot 5 from the ISEL-E.

| MARK |
| Incorrect response ................................................. Record incorrect response above letter.  
| No response or “I don’t know.” ....................................... Circle omitted letter.  
| Child responds with English sound for Spanish letter..... Write Eng above letter.  
| Self-correction......................................................... Place Eng above self-corrected letter.  
| Child says letter name before giving sound (e.g., “p,” /p/)..... Response considered correct, no mark.  
| Child adds vowel to form syllable (e.g., /ma/ or /na/ for M)...... Response considered correct, no mark.  
| Child provides one of several possible sounds for letters with multiple sounds (i.e., e, x, y, & z)................ Accept any variation or reasonable answer (see manual for examples). |

| RECORD |
| OPTION: |
| If student names ALL letters in top row but only if ALL letters are correct. |
| 1. Discontinue |
| Adds vowel to identify sound of x.  
| Scored as correct. |

| SCORE |
| Score 1 point for each correct Spanish response. Self-corrections scored as correct. English-only responses are not correct. |

<table>
<thead>
<tr>
<th>Letter Sounds</th>
<th>23</th>
<th>25</th>
</tr>
</thead>
</table>

Scores a total of 23 out of 25 points. (Receives credit for all sounds except ll and ch.)

Adds vowel to identify sound of p. Scored as correct.


Gives no sound for letters ll and ch. Scored as incorrect.
DEVELOPMENTAL SPELLING SNAPSHOT
(SNAPSHOT 6 ON ISEL-E VERSIONS 1 AND 2 AND ON ISEL-S)

**Purpose**
The Developmental Spelling Snapshot is intended to measure the child’s level of phonemic awareness, letter-sound knowledge, and sequential letter production.

**Rationale**
Developmental spelling is a complex task involving three related areas: (1) phonemic awareness, hearing and segmenting the sounds (phonemes) within words, (2) letter-sound knowledge, knowing the specific letter(s) associated with a particular sound, and (3) letter production, knowing how to write letters.

Teachers often use spelling to gain insight into children’s thinking about words, noting whether or not a child can hear the sound components of a word as well as represent them. Developmental spelling is a strong predictor of subsequent reading development (Henderson, 1985; Morris and Perney, 1984; Krajenta & Ferroli, 1988; 1989-1990; Morais, 1995; Vernon & Ferreiro, 1999).

**Description**
There is no corresponding page for Snapshot 6 in the Administration Booklet. The words that the teacher will use to model and read aloud to the child are listed on the scoresheet itself. Also, the last page of the Scoresheet Packet is a ruled and numbered paper on which the child can write the words. This sheet can be separated from the Scoresheet packet, given to the child, and then restapled after the ISEL-K/1 is completed.

The teacher reads six words to the child, one at a time. After a word is pronounced, the child is directed to repeat it prior to spelling the word. The words are arranged from easiest to most difficult.

In ISEL-E, two exemplars, which are not scored, are included to give the teacher an opportunity to model the requirements of the task. The child is asked to spell the words MAP and LIP with the teacher’s assistance. In Version 1 and in the Form A (Fall) of the ISEL-E Version 2, the child is asked to independently write: BACK, MAIL, STEP, JUNK, PEEKED, and CHIN.

In the Form B, spring form of the ISEL-E Version 2, the child is asked to independently spell a different set of words. They are FEET, SIDE, ROAD, PICKING, LAMP, and DRESS. Although these words are different, the exemplars, MAP and LIP remain the same.

In ISEL-S the two exemplars PAN and CASA, are also not scored. Independently written words on the spelling list for the ISEL-S are SOL, MESA, ARROZ, SUEÑO, ESTRELLA, and BRINCANDO.
Note: A list of 12 words was used during the fall 2000 field-testing. Careful analysis suggests that the abbreviated six-word list used in the final version of the ISEL-K/1 will provide similar information on each child.

**Materials**
The materials below are needed to administer Snapshot 6.

- Snapshot 6 scoresheet
- Back page of Scoresheet packet (tear off for student to use)
- Two pencils (one for teacher scoring, one for the student)

**Instructions**
After reading the **DO and SAY** instructions on the Snapshot 6 Scoresheet, the teacher models spelling the words MAT and LIP on the ISEL-E, or PAN and CASA on the ISEL-S, encouraging the child to provide letters that s/he knows. The teacher should **not** stretch out the pronunciation or emphasize specific parts of the exemplars as s/he and the child work through the words. Rather, the exemplars should just be pronounced in a clear and conversational tone. Following the demonstration of the two exemplars, the teacher clearly but conversationally pronounces each of the six spelling words, one at a time.

*Note: It is suggested that the teacher require the child to repeat the word aloud before beginning to write. Pronouncing the word may support the phonemic awareness that facilitates spelling as well as clarifies the accurate pronunciation of words.*

As the child writes each word, the teacher should reproduce the child’s spelling attempt (copy the child’s rendition) in the **CHILD’S SPELLING** column on the **RECORD** section of the scoresheet. If there are uncertainties, the teacher can ask clarifying questions. For example, if a child says, “BACK /bbbb/,” but then writes a lower case d, the teacher can point to the d and ask, “Can you tell me what letter you wrote there?” If the child says, “It’s a b,” circle b in the first column and award a point, even though the letter is transposed. Also, if the child says the correct sound and names the letter, but indicates that s/he doesn’t know how to write that letter, the teacher can write it for the child (e.g., cannot make a G to begin the word CHIN). It may be helpful to note occurrences like a transposed b and the fact that the teacher wrote the G.

**Options to Discontinue**
If a child cannot produce even letter-like symbols (emergent forms of letters such as scribbles or other configurations) for the first two words (BACK and MAIL for Version 1 of the ISEL-E; FEET and SIDE for Version 2 of the ISEL-E; SOL and MESA for the ISEL-S), the teacher may discontinue Snapshot 6 and proceed directly to Snapshot 7.

**Marking and Scoring**
The ISEL-K/1 scoring system values the sequence in which children hear letters, as well as their ability to represent the sounds. **If the child fails to write the initial consonant accurately, credit should **not** be given for other letters written in the word.** *Note: An analysis of the ISEL-K/1’s fall 2000-01 field-test shows that this method of scoring*
provides a more accurate indicator of the child’s developmental spelling level than giving credit for other letters in the absence of an acceptable first letter.

The teacher compares the child’s spelling to the CORRECT & ACCEPTABLE LETTERS column. The correct letters and the acceptable letter-sound substitutions are listed in columns. The number of columns indicates the number of phonemes (sounds) in the word (e.g., although BACK in Version 1 of the ISEL-E and FEET in Version 2 have four letters, each word has only three sounds and, therefore, only represented by three columns; in ISEL-S, the RR and LL are one sound and, therefore, each represented by only one column). The teacher circles the letter (or letters as in CK for BACK) in each column that has been represented by the child’s spelling attempt. Incorrect or extraneous letters inserted after the initial consonant are ignored (e.g., When a child spells BEACK for BACK, the letter E is ignored; if BACK is spelled BKA, the A is ignored, etc.).

Each column that contains a circled letter earns one point for the word. Only one point can be awarded per column. For example, if a child wrote B and P (both listed in the same column) for the first sound in BACK, both can be circled in the first column of BACK, but only one point is given for that column.

The number of points earned by a word is entered under LETTER POINTS. If a child used all correct letters for a word, in the correct order, and with no substitutions or omissions, another point is placed in the BONUS POINT column. The LETTER POINTS and BONUS POINT, if any, are totaled for each word and entered under TOTAL POINTS. Then, all TOTAL POINTS are added and the grand total is recorded at the bottom of the scoresheet and on the Scoresheet Summary page.

Tables 5 and 6 show examples of students’ responses, their correct scoring, and the rationale for that scoring. See other examples on the completed Developmental Spelling Scoresheet on page 39 (ISEL-E) and on page 40 (ISEL-S).

Table 5: Scored Spelling Examples, ISEL-E (Version 1)

<table>
<thead>
<tr>
<th>Spelling Word</th>
<th>Child’s Response</th>
<th>Points</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>junk</td>
<td>rnk</td>
<td>0</td>
<td>No points are given (even though the N and the K are represented) because the first letter of the word is not represented by a letter listed under CORRECT &amp; ACCEPTABLE LETTERS.</td>
</tr>
<tr>
<td>chin</td>
<td>chein</td>
<td>3</td>
<td>The E and I appear in the same column under CORRECT &amp; ACCEPTABLE LETTERS but only one point can be given.</td>
</tr>
<tr>
<td>step</td>
<td>spt</td>
<td>2</td>
<td>One point is given for the S, and one point for the P. The T is not counted because it is considered either “out of order” or an “insertion.”</td>
</tr>
<tr>
<td>peeked</td>
<td>peikan</td>
<td>3</td>
<td>Correct letters in the word from left to right are counted as correct (P, E, and K). The extra or inserted letters, I, A, and N do not appear in the CORRECT AND ACCEPTABLE LETTERS column, so are not counted.</td>
</tr>
</tbody>
</table>
Table 6: Scored Spelling Examples, ISEL-S

<table>
<thead>
<tr>
<th>Spelling Word</th>
<th>Child’s Response</th>
<th>Points</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>mesa</td>
<td>esa</td>
<td>0</td>
<td>No points are given (even though E, S, and A are represented) because the first letter of the word is not represented by a letter listed under CORRECT &amp; ACCEPTABLE LETTERS.</td>
</tr>
<tr>
<td>arroz</td>
<td>azo</td>
<td>2</td>
<td>One point is given for the A and one point for the Z. The O is not awarded a point because it is not in left to right order.</td>
</tr>
<tr>
<td>brincando</td>
<td>bytno</td>
<td>3</td>
<td>B, N, and O are given one point each. Y is not an acceptable letter; T is not in left to right order.</td>
</tr>
<tr>
<td>estrella</td>
<td>esth</td>
<td>3</td>
<td>The letters E, S, and T are given one point each. TH is noted as a possible English intrusion.</td>
</tr>
<tr>
<td>sueno</td>
<td>sooyo</td>
<td>3</td>
<td>The letters S, Y, and the final O are given one point each; OO is a possible English intrusion.</td>
</tr>
</tbody>
</table>

Note: It may be helpful to note all English intrusions/substitutions on the ISEL-S and all Spanish intrusions/substitutions on the ISEL-E. Evidence of Spanish or English intrusions in the child’s responses may indicate a transitional literacy stage (Fashola, Drum, Mayer & Kang, 1996). For a more critical evaluation, it is suggested that both the ISEL-E and the ISEL-S version of this snapshot may be administered to some students.

Implications for Instruction

The following teaching strategies and/or activities are suggested to help improve a child’s developmental spelling proficiency. Provide opportunities for the child to:

- write dictated words and sentences
- write interactively with the teacher (shared and supported writing; child supplies known letters and the teacher supplies letters the child does not know)
- write independently using developmental spelling
- play spelling games (e.g., Boggle, Spill and Spell, Junior Scrabble, etc.)
- read a variety of literature including fiction, non-fiction, and poetry
Marking and Scoring Example: ISEL-E Developmental Spelling Scoresheet

**DEVELOPMENTAL SPELLING**

**MATERIALS**
This scoresheet
Back page of this packet and a pencil (for student use)

**DO and SAY**
"We're going to write some words. I'll go first. The word is 'MATE.' What letter should I write first?"
- If student does not provide a letter, say, "I hear an M." Write the letter M.
- Then say, "Do you hear anything else?" Supply letters if student does not say remaining letters.
- Repeat process for LIP. Do not skip if word is not 2 syllables.
- Clearly pronounce each of 6 spelling words to student, but do not stretch out or pronounce words slowly.
- To determine if student has finished spelling, say, "Let me know when you're ready for the next word."

**MARK**
Reproduce student's written attempts in STUDENT'S spell column. See SCORING for additional directions.

<table>
<thead>
<tr>
<th>RECORD</th>
<th>STUDENT'S SPELLING</th>
<th>CORRECT &amp; ACCEPTABLE LETTERS</th>
<th>LETTER POINTS</th>
<th>BONUS POINT (Correctly Spelled)</th>
<th>TOTAL POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. back</td>
<td>$kb$</td>
<td>$ap$</td>
<td>3</td>
<td>=</td>
<td>= 3</td>
</tr>
<tr>
<td></td>
<td>$dak$</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. man</td>
<td>$moal$</td>
<td></td>
<td>3</td>
<td>(1)</td>
<td>= 3</td>
</tr>
<tr>
<td>3. step</td>
<td>$caop$</td>
<td></td>
<td>3</td>
<td>(1)</td>
<td>= 3</td>
</tr>
<tr>
<td>4. junk</td>
<td>$ek$</td>
<td></td>
<td>3</td>
<td>(1)</td>
<td>= 3</td>
</tr>
<tr>
<td>5. peck</td>
<td>$petk$</td>
<td></td>
<td>3</td>
<td>(1)</td>
<td>= 3</td>
</tr>
<tr>
<td>6. chin</td>
<td>$pen$</td>
<td></td>
<td>3</td>
<td>(1)</td>
<td>= 3</td>
</tr>
</tbody>
</table>

**SCORE**
1. Circle first consonant. Discontinue scoring a word if first consonant is NOT represented by a letter listed for that word under CORRECT & ACCEPTABLE LETTERS. If first consonant is not represented, there is no score for that word.
2. If first consonant is represented by a correct or acceptable letter, circle it and all subsequent letters if they occur in the same order from left to right as listed in columns under CORRECT & ACCEPTABLE LETTERS. Ignore inserted letters.
3. For each word, count the number of columns that contain a circled letter. Only one point can be given per column (i.e., a column with 2 circled letters earns only one point). Enter number under LETTER POINTS.
4. Award one additional point under BONUS POINT for any word that is correctly spelled.
5. Add number of LETTER POINTS plus BONUS POINT (if earned) for each word and enter under TOTAL POINTS for that word. Add final column for a total score. Enter below.

<table>
<thead>
<tr>
<th>Comments/Observations:</th>
</tr>
</thead>
</table>

Developmental Spelling 18/22

Numbers in TOTAL POINTS column added together for final score of 18.
Marking and Scoring Example: ISEL-S Developmental Spelling Scoresheet

**DEVELOPMENTAL SPelling**  
This scoresheet Back page of this packet and a pencil (for student use)

**DO and SAY**  
"Vamos a escribir unas palabras. Yo la escribo primero. La palabra es PAN. ¿Qué escribo primero?"  
- If child does not provide a letter, say, "Yo oigo la P".  
- Then say, "¿Yes algo más?" Supply letters if child does not say remaining letter names.  
- Repeat process for CASA. Do not skip this 2nd exemplar.  
- Clearly pronounce each of 6 spelling words to student. Do not stretch out or pronounce words slowly.  
- To determine if child has finished spelling, say, "Dime cuando estés listo para la próxima palabra".  
- This is a test of Spanish literacy knowledge only. When response is in English, ask child to respond in Spanish.  
- With repeated evidence of English intrusions, it is suggested to also administer Snapshot 6 from ISEL-E.

**MARK**  
Reproduce student’s written attempts in students spelling column. See scoring for additional directions.

| RECORD |  
|---|---|
| OPTION: If student does not produce letter-like symbols for first 2 words, you may: |  

**Inserted extra letter (i.e., o). No loss of points.**  
Suggests English "intrusion" (w). No credit given or lost for intrusion or other added letters.

**Child made correct sound for letter b while writing, but wrote lower case d. When asked, child noted that he made the letter b. Therefore, noted in quotes and counted as correct.**

| 1. sol |  
|---|---|
| STUDENT'S SPELLING | CORRECT & ACCEPTABLE LETTERS |
| [ ] | [ ] |
| 20/1 | [ ] |
| [ ] | [ ] |
| 3 | [ ] |
| 1 | [ ] |
| 4 | [ ] |

**Number of points earned per each word entered in this column.**  
**Bonus points entered in this column. In this example, child spelled one word correctly out of 6 (sol).**

| 2. mesa |  
|---|---|
| [ ] | [ ] |
| 3 | [ ] |
| 3 | [ ] |

| 3. arroz |  
|---|---|
| [ ] | [ ] |
| 4 | [ ] |
| 4 | [ ] |

| 4. sueño |  
|---|---|
| [ ] | [ ] |
| 3 | [ ] |
| 3 | [ ] |

| 5. estrella |  
|---|---|
| [ ] | [ ] |
| 0 | [ ] |
| 0 | [ ] |

| 6. brincando |  
|---|---|
| [ ] | [ ] |
| 7 | [ ] |
| 7 | [ ] |

| 1. Circle first letter. Discontinue scoring a word if first letter is NOT represented by a letter listed for the first letter under CORRECT & ACCEPTABLE LETTERS. If first letter is not represented, the word receives zero credit.  
2. If first letter is represented by a correct or acceptable letter, circle it and all subsequent letters if they occur in the same order from left to right as listed in columns under CORRECT & ACCEPTABLE LETTERS. Ignore inserted letters. English intrusions are not counted as correct. Only Spanish substitutions are accepted.  
3. For each word, count the number of columns that contain a circled letter. Only one point can be given per column (i.e., a column with 2 circled letters earns only one point). Enter number under LETTER POINTS.  
4. Award 1 additional point regardless of any word with a correctly spelled letter.  
5. Add number of LETTER POINTS plus BONUS POINT (if earned) for each word and enter under TOTAL POINTS for that word. Add points in final column for a total score and enter in box below. |  
|---|---|

**Numbers in TOTAL POINTS column added together for final score of 21.**

<table>
<thead>
<tr>
<th>Developmental Spelling</th>
<th>21</th>
</tr>
</thead>
</table>

**Comments/Observations:**

Numbers in TOTAL POINTS column added together for final score of 21.
Purpose
Snapshot 7 is intended to determine the number of isolated words the child can read independently. It is not intended to determine whether the child can slowly or painstakingly decode an unknown word.

Rationale
Teachers and diagnosticians commonly use word recognition in isolation as one measure of total reading performance, as it is highly correlated with general reading proficiency (Juel & Roper-Schneider, 1985; Costigan, Munoz, Porter & Quintana, 1989; Escamilla, Andrade, Basurto & Ruiz, 1996; Johns, 1997). Quick and automatic word recognition ability is associated with reading fluency. When young readers develop a repertoire of words they can identify quickly and effortlessly, this limited set of words helps to “anchor” their reading and to promote self-monitoring (Clay, 1993b). As the number of “sight words” increases, less attention may be devoted to word recognition and problem solving. Hence, fluency is enhanced and reading is supported by a growing number of known words. A parallel process occurs in writing.

Description
In Snapshot 7, the child is expected to read a list of 22 words that increase in difficulty. The words are arranged in three vertical rows from most familiar to least familiar. ISEL-E and ISEL-S 2000-01 field-testing determined this word order.

The list contains not only words that are frequent in text but words that are frequent in text and are usually easier for young readers to learn at predictable points during a child’s kindergarten through grade two education. The words CAN in the ISEL-E and YO in the ISEL-S are typical examples. They frequently appear in text and are words that most young readers seem able to learn. A word like THE, however, although frequently found in text, is not included in the ISEL-K/1 list because it has shown itself to be a more difficult word for some young readers to learn.

Materials
The materials listed below are needed to administer Snapshot 7.

- Snapshot 7 scoresheet
- Page 8, Administration Booklet
- Pencil (for teacher scoring)

Optional: A 5x8-index card or blank sheet of paper can be used as a shield for focusing the child’s attention while he/she reads the words, although none of these shields were used during field-testing or norming of the ISEL-K/1.
Instructions
After reading the **DO and SAY** instructions on the Snapshot 7 Scoresheet, the teacher points to each word and asks the child to read it. Sufficient wait time is approximately two to three seconds. If the child seems stuck or has paused for a while, the teacher can say, “Let’s go to the next word.” The purpose of the snapshot is not to see if the child can “sound out” or “figure out” a word but to ascertain if the child can recognize the word in a relatively short time.

Options to Discontinue
If a child misses six words in direct order, either all within one column or through multiple columns, the teacher can discontinue Snapshot 7 and proceed to Snapshot 8b.

Note: The goal of Snapshot 7 is to determine the number of words that a child can recognize, not to determine decoding skills. Therefore, if a child decodes a word in a halting manner and does not appear to actually recognize the word as a single unit, as compared to a collection of sounds, this word should be marked as incorrect. The slowly decoded word is **not** counted as correct; it is included in the “six-errors-in-a-row” option to discontinue.

Note: This Word Recognition Snapshot offers teachers two unique options to “skip over” portions of a later Snapshot. First, if a student **correctly identifies 14 to 17 words** in the Word Recognition Snapshot of ISEL-E’s Version 1 or ISEL-E’s Fall Version 2, the teacher may **SKIP THE FIRST LITTLE BOOK IN PASSAGE READING (“TOY MODELS”)** and proceed directly to the second book, “My Bike.” Or, if a student **correctly identifies 18 or more words** in the Word Recognition Snapshot of ISEL-E’s Version 1 or in ISEL-E’s **Fall Version 2**, the teacher may **SKIP BOTH THE 1ST AND 2ND LITTLE BOOKS (“TOY MODELS” AND “MY BIKE”)** and proceed directly to the third little book, “Paint My Room.” However, when a little book is skipped over, the child is given full credit for accurately reading the text and answering all comprehension questions correctly. This option was determined by an analysis of the ISEL-E results from the 2001-02 field-test.

Marking and Scoring
If the child reads a word correctly, mark with a plus (+) on the line next to the word. For incorrect responses, mark with a dash (-) on the line. **Note:** To gain additional insight about the child, the teacher may wish to record the incorrect word. For no response or “I don’t know,” the teacher writes dk. If the child identifies a word incorrectly, but spontaneously self-corrects, the teacher writes sc on the line next to the dash or incorrect response.

To score, count the number of pluses, including self-corrections. Record the total in the appropriate space at the bottom of the scoresheet and on the Scoresheet Summary page. See an example of a completed ISEL-E Word Recognition Scoresheet on page 44.

**Note:** It may be helpful to note all English intrusions/substitutions on the ISEL-S and all Spanish intrusions/substitutions on the ISEL-E. Evidence of Spanish or English intrusions in the child’s responses may indicate a transitional literacy stage (Fashola, Drum, Mayer
& Kang, 1996). For a more critical evaluation, it is suggested that both the ISEL-E and the ISEL-S version of this snapshot may be administered to some students.

**Implications for Instruction**
The following teaching strategies and/or activities are suggested to help a child acquire a body of known words. Provide opportunities for the child to:

- identify and locate known words in various texts
- read and *reread* stories and poems with predictable language patterns
- maintain word banks or picture dictionaries of known words
- play word card games such as Bingo and Concentration
- write extensively in both interactive and independent modes
### Marking and Scoring Example: ISEL-E Word Recognition Scoresheet

#### SET UP
This scoresheet Page 8 in ISEL Student Booklet

#### DO and SAY
"Let’s see if you can read any of these words. I’ll point and you read.”
If prompts are needed say, “What’s this one?” or “How about this one?” or “Try it.”

#### MARK
Correct response………………… Plus (+) next to word
Incorrect response …………….. Dash (-) next to word
No response or “I don’t know”….. No next to word
Self-corrections…………………………… NC next to word

#### RECORD

| OPTION A: If a student misses 6 words In direct order (either within one column or from bottom of one column through top of next column) you may: | 1. cat + | 9. and | 17. into |
| 1. Discontinue giving Snapshot 7. | 2. go + |
| 2. Proceed to Snapshot 8-b. | 10. look | 18. tree |
| 3. is + | 11. play |
| 4. red | 12. this | 20. made |
| OPTION B: If student correctly identifies from 14 to 17 words, you may: | 5. you dk |
| 1. Skip over Snapshots 8-b & 8-d. | 13. there |
| 2. Proceed to Snapshot 8-d. | 14. men |
| 6. can cat | 15. road |
| 7. me + | 16. never |
| OPTION C: If a student correctly identifies 13 or more words, you may: | 14. men |
| 1. Skip over Snapshots 8-b & 8-d. | 15. road |
| 3. Proceed to Snapshot 8-h. | 16. never |

#### SCORE
> Score 1 point for each correctly identified word.
> Count self-corrections as correct.
> Words laboriously decoded are not counted as correct.

### Comments/Observations:
- Correctly identified six words. Marked with a plus (+).
- Said CAT for CAN. Self-corrected. Counted as correct.

#### Word Recognition
- Missed 6 words in succession (numbers 8 through 13). Discontinued after 6th missed word (#13). To avoid future scoring confusion, signified discontinuation with a slash and the word “stopped.”
- A total of 6 correct words before child missed 6 words in succession. Earns score of 6 out of 22 words.

---

40
PASSAGE READING SNAPSHOT
(SNAPSHOT 8 ON ISEL-E VERSION 1 AND ON ISEL-S; SNAPSHOT 9 ON ISEL-E VERSION 2)

Purpose
This Snapshot is intended to assess a child’s integration of the cueing systems needed to read connected text aloud at acceptable levels of accuracy, fluency, and comprehension.

Rationale
Passage reading performance represents complex integrative/interactive functioning that involves the child’s knowledge of meaning, language structure, word knowledge and letter-sound correspondence to process and reconstruct text. Moreover, children who exhibit early reading behaviors are developing an awareness of book language contrasted to everyday speech (Clay, 1991; Fountas & Pinnell, 1999).

Description
This snapshot is divided into four sections that use “little books” at varying levels of difficulty. These little books provide the ISEL-K/1 with a means to observe a child’s oral reading accuracy and fluency, as well as the child’s responses to text-based questions. See Table 7 on page 46 for the titles and a synopsis of these books. Three are identified as books appropriate for first grade readers; one is matched to beginning second grade. Each was categorized by its publisher, using a letter leveling system that posits Levels A through Level I as appropriate for first grade readers (Fountas & Pinnell, 1999). The criteria includes: vocabulary concepts, story line or topic, text length, page layout, print size, supporting illustrations, and sentence structure. The ISEL-K/1 arranges the books from easiest to hardest, with a clear performance criteria that determines how many books a child is asked to read.

This snapshot provides four separate scoresheets, one each for each of the four little books. Each scoresheet uses a letter name that identifies its little book’s level of difficulty. The letter name also suggests the point in time that an on-grade-level reader might competently read that book. “Toy Models” and “Los juguetes” are identified as First Grade-Early Fall (8b in ISEL-E Version 1 and in ISEL-S, 9b in ISEL-E Version 2). “My Bike” and “La hora de acostarse” are identified as First Grade-Late Fall (8d in ISEL-E Version 1 and in ISEL-S, 9d in ISEL-E Version 2). “Paint my Room” and “Mi trabajo especial” are identified as First Grade-Early Spring (8h in ISEL-E Version 1 and in ISEL-S, 9h in ISEL-E Version 2). “Wind Power” and “El poder del viento” are identified as Second Grade-Early Fall (Snapshot 8j in ISEL-E Version 1 and in ISEL-S, 9j in ISEL-E Version 2).
### Table 7: Passage Reading “Little Books”

<table>
<thead>
<tr>
<th>Book Title</th>
<th>Grade/Book Level*</th>
<th>Structure/Synopsis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toy Models/Los juguetes</td>
<td>1/B</td>
<td>Consistently repetitive, predictable pattern (i.e., “A ---- is a toy.”). A variety of toy models are illustrated.</td>
</tr>
<tr>
<td>My Bike/La hora de acostarse</td>
<td>1/D</td>
<td>Repetitive words, varied sentence structure, well supported by illustrations. MY BIKE: A mother helps a girl learn to ride her bike without training wheels. LA HORA DE ACOSTARSE: Recounts some issues that arise when it is time for a child to go to bed.</td>
</tr>
<tr>
<td>Paint My Room/Mi trabajo especial</td>
<td>1/H</td>
<td>Language and plot somewhat complex. A longer story. New vocabulary introduced. PAINT MY ROOM: A boy and his family paint the boy’s room to resemble a jungle. MI TRABAJO ESPECIAL: A boy recounts the sequence of daily events that occur with him and his dad when the latter comes home from work.</td>
</tr>
<tr>
<td>Wind Power/El poder del viento</td>
<td>2/J</td>
<td>Language, content and structure allow for problem solving. Longer more complex informational text. A family learns about the operation and purposes of a wind turbine.</td>
</tr>
</tbody>
</table>

*Book levels determined by a leveling system credited to Fountas and Pinnell (1996)

**The child is expected to read only the first 7 pages of this book.

### Materials

The materials listed below are needed to administer the Passage Reading Snapshot

- Scoresheet 8b (or 9b), Passage Reading: First Grade-Early Fall
- Scoresheet 8d (or 9d), Passage Reading First Grade-Late Fall
- Scoresheet 8d (or 9d), Passage Reading: First Grade-Early Spring
- Scoresheet 8d (or 9d), Passage Reading: Second Grade-Early Fall
- Set of four “little books” (may not all be used for every child)
- Pencil (for teacher scoring)

### Instructions

The teacher begins by reading the DO and SAY for the 8b (or 9b in ISEL-E Version 2) Scoresheet. Then the first book (Toy Models for ISEL-E, Los juguetes for the ISEL-S) is introduced to the child, carefully following the script provided on the scoresheet for both the introductory synopsis and the purpose for reading.

With the book closed in front of the child, the teacher reads the title aloud without pointing. Then the teacher opens the book to the title page and reads the printed title there, again, without pointing. Finally, s/he turns the book to the first page of text and instructs the child to begin, using the words of the script in DO and SAY (e.g., for Toy Models, the teacher says, “Read to see about these toys.”). The protocol described here for Toy Models and Los juguetes is the same protocol followed across the three remaining little books for the ISEL-E and ISEL-S.

**Note:** After completing the DO and SAY instructions, the child is expected to read each book independently without any teacher assistance or prompting. If a child seems “stuck,” say, “Do the best you can.” or, “Just keep going.”
As the child reads the book, the teacher listens silently and records the child’s oral reading attempts. The text of one story is reprinted on each Scoresheet, with sufficient room to place the suggested markings. For marking directions, see Table 8 on page 48. For an example of a completed ISEL-E Passage Reading Scoresheet, see page 51. **Under no circumstances should the teacher correct student errors or provide assistance during or after the student’s reading attempt.** If the child seems confused or frustrated, the teacher may need to say, “Let’s stop and read this another time.” See “Options to Discontinue” on the following page for other options for discontinuation.

Following the child’s oral reading, the teacher first notes the child’s oral fluency by checking one of three boxes near the bottom of the scoresheet, labeled “SMOOTH,” “WORD-BY-WORD,” or “LABORED.” Next, s/he asks the child to answer two comprehension questions, scoring reasonable answers with a plus (+) and unacceptable answers with a dash (-). The teacher may briefly note the gist of a child’s answer if they wish. See page 50 for an example of a Passage Reading Scoresheet, showing where to document oral fluency and student responses to comprehension questions. **However, do not ask comprehension questions if a child receives an accuracy score of 0 (zero) or if the reading is discontinued before the end of a passage. In this case, score a 0 for both oral accuracy and comprehension.**

After documenting oral fluency and comprehension responses, the teacher scores the child’s oral accuracy. This is the only snapshot where it is necessary to score before proceeding. (For efficiency, it is recommended that all other snapshots be scored after completing the entire ISEL-K/1.) In each Passage Reading little book, the child must achieve a 90% or better oral accuracy before proceeding to the next book in the sequence. If a child scores below 90%, the teacher discontinues this snapshot and all Passage Reading is finished. Some children may be unable to read even the easiest book; others may complete one or more of the books.

**Note:** Some children may engage in “emergent” reading. Few of their words match the author’s text and the child is constructing his/her version of the text perhaps based on the teacher’s introduction with support from the illustrations. Emergent reading is more common in kindergarten and beginning of first grade level. For this kind of reading, it is difficult for the teacher to use the markings listed below under **MARKING** and **SCORING.** In this case, a diagonal line can be drawn through the text and the word “EMERGENT” written along the line.

**Options to Discontinue**

There are three options that serve as a signal to discontinue the Passage Reading Snapshot. Any one or more of the behaviors listed below may be used as a signal to discontinue the little book in which these behaviors occur and to consider the entire Passage Reading Snapshot completed.

---

43
**Option 1: 89% Or Less Accuracy by End of Book**
When a child’s uncorrected errors (miscues) by the end of a little book result in an oral accuracy of 89% or below, the teacher discontinues all little book reading, without presenting any remaining little books. At this point in ISEL-E Version 1 and in ISEL-S, the ISEL is completely finished. Error charts are provided at the bottom of each Scoresheet to help the teacher determine the percentage of accuracy without using a calculator. See an example of a Passage Reading Scoresheet on page 51.

**Option 2: Significant Number of Miscues Early in Beginning of a Little Book**
If a child makes a significant number of miscues early in the reading of a little book, the teacher may discontinue without even finishing the whole book. The number of early-in-reading miscues to be considered “significant” is slightly different for some ISEL-E books as compared to ISEL-S books at the same level. They are listed in Table 8, below. This option is not available in for “Toy Models” or Los juguetes” because children with a significant number of miscues in this passage are usually reading emergently.

**Table 8: Guidelines for Discontinuing Before Completing a Little Book**

<table>
<thead>
<tr>
<th>Little Book Title</th>
<th>Criteria to Discontinue Early in a Little Book</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Bike</td>
<td>Discontinue reading if 3 or more errors on page 2</td>
</tr>
<tr>
<td>La hora de acostarse</td>
<td></td>
</tr>
<tr>
<td>Paint My Room</td>
<td>Discontinue reading if 8 or more errors on page 2</td>
</tr>
<tr>
<td>Mi trabajo especial</td>
<td>Discontinue reading if 8 or more errors by end of page 5</td>
</tr>
<tr>
<td>Windpower</td>
<td>Discontinue reading if 8 or more errors by end of page 4.</td>
</tr>
<tr>
<td>El poder del viento</td>
<td></td>
</tr>
</tbody>
</table>

**Option 3: Evidence of Labored Frustration**
Regardless of percentage of accuracy, a teacher may discontinue a little book if decoding is painfully labored or if child seems frustrated by the reading. In that case, no other books are presented to the child and Passage Reading is complete.

*Note: It appears that Option 3 (evidence of labored-sounding reading or frustration) may be very important when administering the ISEL-S to Spanish readers. Due to the regularity of Spanish letter-sound relationships, it is possible for a Spanish-speaking reader to maintain an acceptable level of accuracy, even though the child’s reading sounds painfully slow or labored. If the teacher determines that the child is not “really reading,” but merely decoding words slowly, the teacher may discontinue regardless of the child’s accuracy. In this case, no other books are presented to the child and the ISEL-K/1 is completed.*

**Marking and Scoring**
Table 9, below, categorizes the types of errors, describes the marks used to record those errors, and demonstrates appropriate error marking.
### Table 9: Marking Errors in Passage Reading

<table>
<thead>
<tr>
<th>ERRORS</th>
<th>MARKS</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Omitted word</td>
<td>Circle omitted word</td>
<td>A boat is a toy</td>
</tr>
<tr>
<td></td>
<td>TOY was omitted</td>
<td></td>
</tr>
<tr>
<td>Incorrect word</td>
<td>Slash through incorrect word</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TRUCK &amp; TOY were both read incorrectly.</td>
<td>A track is a toy</td>
</tr>
<tr>
<td></td>
<td>If time permits, teacher may write</td>
<td></td>
</tr>
<tr>
<td></td>
<td>substituted word above error (TIRE was</td>
<td></td>
</tr>
<tr>
<td></td>
<td>substituted for TOY).</td>
<td></td>
</tr>
<tr>
<td>Insertions</td>
<td>Make a caret where word is inserted.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NOTE: Insert a caret between words. If</td>
<td></td>
</tr>
<tr>
<td></td>
<td>time permits, teacher may note inserted</td>
<td></td>
</tr>
<tr>
<td></td>
<td>word (LITTLE was inserted between the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>words A &amp; TOY).</td>
<td></td>
</tr>
<tr>
<td>Self-corrections</td>
<td>Write a circled sc above the self-corrected</td>
<td></td>
</tr>
<tr>
<td></td>
<td>word. NOTE: HORSE &amp; TOY were errors that</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the student self-corrected.</td>
<td></td>
</tr>
</tbody>
</table>

**Note:**

1. **A child may skip a whole line and read on without realizing the error. That skipped line counts as only one error. If the child returns to read the missed line (without prompting for this or any other error), it is counted as a self-correction and not counted as an error.**
2. **When the same word is miscued more than once within one little book, it is counted as a separate error each time it is mispronounced.**
3. **When two words are reversed in order (e.g., if child reads “Said Mom…” but the text says MOM SAID, it is only counted as one error.**

After the reading, the teacher follows this sequence to score each graded passage.

1. Check the appropriate box that describes the child’s fluency as **SMOOTH, WORD-BY-WORD** or **LABORED** in the SCORE section.
2. Ask the two comprehension questions on the right-hand side of scoresheet and score with a plus (+) or a minus (-) in the boxes provided. For more detailed information about the child’s response to these questions, space is available.
3. Count number of errors in text reading. **Do not count self-corrections or repetitions as errors.**
4. Record the number of errors in the blank within the sentence: “Student’s total number of errors is__ .”
5. Locate the number of errors (referred to in step 4, above) in the SCORE section that contains a series of blank boxes. Place an X in the appropriate box.
6. Note numerical choices below bracket under columns of checked boxes (0, 1, 2, or 3).
7. For ISEL-E Version 1 and for the ISEL-S, comprehension answers are asked but **not** counted in the child’s total score at the bottom of the page. The teacher circles a 0, 1, 2, or 3 for accuracy **only** on each little book presented. This individual little book score is added to other little book scores to provide
a total score for all little books is recorded on the Summary Scoresheet. The highest score possible is 12 (3 for each of the 4 little books).

8. For ISEL-E Version 2, comprehension questions are asked, counted, and included in the score at the bottom of each little book scoresheet page. Each correct answer to a comprehension question is awarded 1 point and that is added to the accuracy score. Comprehension and accuracy for each book in Version 2 are listed separately and then totaled on each Passage Reading Scoresheet. An individual little book score is then transferred to the Summary Scoresheet and added to other little book scores to reflect a total score on all little books. The highest score possible is a 20 (5 for each of the 4 books).

In both ISEL-E Versions 1 and 2 and in the ISEL-S, a child with an accuracy score of 2 or 3 is moved on to the next book in the sequence. A child with an accuracy score of 0 or 1, on any passage is not moved on to the next passage and the Passage Reading Snapshot is discontinued. See examples of a completed Passage Reading Scoresheet on page 51.

Note:
1) Although comprehension is included in the total score on Version 2 of the ISEL-E, accuracy is used to determine whether the next book is presented to the child.

2) If a passage is discontinued before the end, the score is 0 with either Version 1 or Version 2.

3) Although accuracy is also used to determine whether students are presented the next book in the ISEL-S, the regularity of Spanish letter-sound relationships can permit some children to obtain an accuracy score of 2 or 3, even though the reading is labored or very word-by-word. We suggest that when a child sounds like this, s/he should be discontinued and not given the next book, even with a score of 2 or 3. Stopping for this reason should be noted on the scoresheet page to avoid questions about why the child was discontinued.

4) It may be helpful to note all English intrusions/substitutions on the ISEL-S and all Spanish intrusions/substitutions on the ISEL-E. Evidence of Spanish or English intrusions in a child’s responses may indicate a transitional literacy stage (Fashola, Drum, Mayer & Kang, 1996). For a more critical evaluation, it is suggested that both the ISEL-E and the ISEL-S version of this snapshot may be administered to some students.

Implications for Instruction
The following teaching strategies and/or activities are suggested to help improve a child’s text reading. Provide opportunities for the child to:

- participate in shared reading (teacher directed, partner, echo reading, etc.)
- participate in guided reading sessions (small group, with instructional level text)
- read independently in new, but easy texts
- reread familiar books (previously read independently, in guided, or in shared reading)
- reread stories/texts that the child has written
- read independently at home (take-home books from classroom, appropriate library books, etc.)
Marking and Scoring Example: ISEL-E Passage Reading Scoresheet

**SET UP**
The book, My Bike

**SAY**
"This book is called 'My Bike.' In this book, a girl tells you whether she can ride her two-wheel bike after the training wheels are taken off."

After reading the cover and title page (without pointing), say, "Read to see what the girl tells us she can do."

**MARK**
To mark oral reading, see Teacher's Guide to the ISEL.
Mark a plus (+) in the box for reasonable answers to questions 1 & 2 in right-hand column of RECORD.
Check smooth, word-by-word, or labored to describe student's oral reading fluency.

**RECORD**

| p2 | My bike has four wheels.                  | 1. ASK: "What was the little girl learning to do in this book?"
| p3 | I can ride my bike.                      | Accept any answer that relates to learning to ride a bike.
| p4 | Now my bike has two wheels.              |
| p5 | Can I ride my bike?                      | 2. ASK: "How did her Mom help her?"
| p6 | I can ride my bike.                      | Accept any answer that includes one of the following: she held her; let her go: watched her.
| p7 | Mom holds me.                            |
| p8 | Mom lets go.                             |
| p9 | I fall down.                             |

**SCORE**
Student's oral reading fluency sounded:
- Smooth
- Word-by-word
- Laboried

Student's total number of errors (do not include self-corrections) =
- 0 errors = 100%
- 1 error = 97%
- 2 errors = 95%
- 3 errors = 92%
- 4 errors = 89%
- 5 errors = 87%
- 6 errors = 84%
- 7 errors = 82%
- 8 or more 79%

Score = 3
Score = 2
Score = 1
Score = 0

**Comments/Observations:**
Student continues with next "little book"
Circled number 2 because 3 errors receive a score of 2.

Correct answers to comprehension questions marked. Not counted on score for this Version 1, but are included in score on Version 2.

Reading judged to be word-by-word.

Counted 3 errors (NOW, HOLDS, and insertion).

Checked box next to number 3 because there were 3 errors.


Inserted a word between the words LETS and GO. Did not self-correct. Scored as an error.
DIRECTIONS FOR 2 ADDITIONAL SNAPSHOTS:
AVAILABLE ONLY IN ISEL-E, VERSION 2

In addition to the eight snapshots available in Version 1 of the ISEL-K/1, Version 2 contains two additional snapshots. One assesses vocabulary in kindergarten and grade one. The other assesses fluency in grade one only.

Unlike Version 1, however, Version 2 has two forms, each used at a different time in the school year. Form A is developed for fall administration (beginning of school year, on or before October 15th). Form B is developed for spring administration (end of school year, on or after April 15th). Table 10, below, aligns Forms A and B of Version 2. There are asterisks in the Form B column to indicate where it differs from Form A in either items or passages. The shading indicates which ISEL-E Version 2 snapshots are identical to the ones used in Version 1 of the ISEL-E.

Table 10: Subtests in ISEL-K/1, Version 2

<table>
<thead>
<tr>
<th>Snapshot Number</th>
<th>Form A—Fall</th>
<th>Form B—Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Alphabet Recognition: Upper and Lower Case</td>
<td>Alphabet Recognition: Upper and Lower Case</td>
</tr>
<tr>
<td>2</td>
<td>Story Listening: Comprehension and Vocabulary</td>
<td>Story Listening: Comprehension and Vocabulary</td>
</tr>
<tr>
<td>3</td>
<td>Phonemic Awareness: Initial Consonant</td>
<td>Phonemic Awareness: Initial Consonant*</td>
</tr>
<tr>
<td>4</td>
<td>One-to-One Matching</td>
<td>One-to-One Matching</td>
</tr>
<tr>
<td>5</td>
<td>Letter Sounds</td>
<td>Letter Sounds</td>
</tr>
<tr>
<td>6</td>
<td>Developmental Spelling</td>
<td>Developmental Spelling*</td>
</tr>
<tr>
<td>7</td>
<td>Word Recognition</td>
<td>Word Recognition*</td>
</tr>
<tr>
<td>8</td>
<td>Vocabulary</td>
<td>Vocabulary*</td>
</tr>
<tr>
<td>9</td>
<td>Passage Reading (Snapshot 8 in Version 1)</td>
<td>Passage Reading</td>
</tr>
<tr>
<td>10</td>
<td>Fluency (grade 1 only)</td>
<td>Fluency* (grade 1 only)</td>
</tr>
</tbody>
</table>

*Items/passages vary from Version 1

Note: As indicated earlier, instructions for Snapshots 1-7 are identical in Versions 1 and 2. Snapshot 9 in Version 2 is the same as Snapshot 8 in Version 1 and the same directions also apply.
Note: At the end of the year, it may not be necessary to re-administer any snapshots that received a perfect score or where only one item was missed. For example, if a child identified 25 of 26 letter sounds correctly, the tester can enter that score for the spring without re-administering the snapshot.

**VOCABULARY SNAPSHOT**  
*(SNAPSHOT 8 ON ISEL-E VERSION 2)*

**Purpose**  
The Vocabulary Snapshot is intended to assess a child’s knowledge of vocabulary in comparison to students in the same grade, school or district.

**Rationale**  
The process among young children for acquiring word meanings is a gradual one based upon the child’s experiences with oral expression as well as reading, hearing and listening to unknown words in context (Bauman & Kameenui, 1991). Researchers estimate the growth of children’s vocabulary at approximately 1,000 to 3,000 new words a year (Blachowicz & Fisher, 2000). These estimates, however, are based upon various degrees of “knowing” the meanings of words (Graves, 1986, McKeown & Beck, 1988; Stahl; 1986; Kameenui, Dixon, & Carmine, 1987). Despite multiple theories surrounding vocabulary development and the effectiveness of instruction, there exists a relationship between vocabulary knowledge and reading comprehension. Thus, the need for “carefully, multi-crafted vocabulary instruction,” is essential (p. 609, Bauman & Kameenui, 1991).

**Description**  
Few standardized measures of word knowledge exist for classroom assessment. Best known is the Peabody Picture Vocabulary Test (PPVT) (Dunn & Dunn, 1997). Other standardized tests with vocabulary assessments are generally group, silent measures. This Vocabulary Snapshot is an individually administered assessment of vocabulary concepts and knowledge. However, it does not assign a vocabulary age or grade level as does the more sensitive PPVT. The intent of this ISEL-E vocabulary assessment is to give teachers an individual grade-appropriate tool for gauging a child’s vocabulary knowledge as compared to other students in the classroom, school or district.

In this Snapshot, the child is expected to respond, with some indication of understanding, to a list of 14 words that increase in difficulty, as determined by field tests. The list spans kindergarten to grade 3 (Biemiller, 2001; Biemiller & Slonim, 2001) and is not a list of the 14 most frequently known words but, instead, is a sampling of familiar (common) words at each level.

**Materials**  
There are two forms of the Vocabulary Snapshot. Form A is designed for administration at the beginning (fall) of the school year, sometime on or before October 15th; Form B is designed for administration near the end (spring) of the school year, on or after April 15th.
The materials below are needed to administer this Snapshot:

Snapshot 8 Scoresheet
Pencil (for teacher scoring)

**Instructions**
After reading the **DO and SAY** instructions on the scoresheet, the teacher models the answer in the first example, then gives the child a chance to answer the second example. Then the teacher moves on to the first word, following these directions. First, read the word and ask what it means. For example, say, “**EYE. What does the word EYE mean?**” If the child gives a satisfactory answer move on to ask about the next word. If the child gives no response, says “**I don’t know.**” gives an incorrect response, or provides a definition that is an alternative to the desired definition, the teacher reads the sentence provided (but only then). For example, “**I cover my EYE. What does EYE mean in this sentence?**”

The administration of this snapshot should move quickly from word to word, without additional prompting, probing, or elaboration between words.

**Options to Discontinue**
Because the words are ordered by difficulty, if a child misses 5 words in consecutive order, the teacher may discontinue the assessment by drawing a line under the fifth consecutive word missed or by writing “Stopped.”

**Marking and Scoring**
Students are not required to provide sophisticated responses to indicate their understanding of words. If the student knows anything about the word, as indicated by even a naïve verbal answer, a facial expression, or a gesture that indicates understanding, the child is given a score of “1”. Mark with a “0” for: “I don’t know,” no response, an incorrect definition, or a definition that is alternative to the one desired (even after reading the sentence). Each Vocabulary Scoresheet lists the desired, targeted definition that a child is to provide to be awarded a “1.” Tally the scores and mark the total score on the bottom of the scoresheet page. Enter the score in the appropriate box on the child’s Summary Scoresheet. See an example of completed Vocabulary Scoresheets on pages 56 and 57.

**Implications for Instruction**
The following teaching strategies and/or activities are suggested to help a child acquire an increase in vocabulary knowledge. Provide opportunities for the child to:

- Expand vocabulary incidentally through listening to and reading a variety of literature genres, magazines and newspapers
- Maintain a personal file, list or picture dictionary of new vocabulary words
• Participate in activities that involve categorizing, associating, labeling and analyzing words and their meanings—semantic mapping, and semantic feature analysis, for example
• Solve word riddles, jokes and play word games
• Use beginning picture dictionaries and thesauruses
• Explain meaning(s) of selected words during story reading, or read-alouds in age-appropriate language
• Engage in “word-theater” activities where students act out the meaning of words encountered during reading or other areas of the curriculum
• Provide teacher-explanations of words that seem difficult for students to grasp
• Design a word of the day (week) bulletin board and activities where students learn and use the target words as often as possible during the designated time
• Illustrate word meanings and explain their drawings in group discussions
**Marking and Scoring Example: Vocabulary Scoresheet (1st Page)**

**ISEL-E, Version 2 Only**

---

### VOCABULARY

<table>
<thead>
<tr>
<th>MATERIALS</th>
<th>This Scoresheet</th>
</tr>
</thead>
</table>

**DO and SAY**

"I'm going to ask you what some words mean. Some of these are words you know and some you don't know. You can tell me, point, or show me to explain what a word means."

For examples below, model gestures as well as words to show that each is an acceptable way to explain what a word means:

**EXAMPLE 1**

[1] Say, "**CAR.** What does the word **CAR** mean?"

**EXAMPLE 2**

[1] Say, "**Now you try it. ARM.** What does **ARM** mean?"
[2] Confirm if student correctly explains either orally or by pointing to his/her arm. Or, provide answer if student does not.

Say, "When the word is a really hard word, it's okay to say, 'I don't know.'"

After presenting examples, begin by asking what the first word, **EYE**, means (see RECORD below). If no response, read the sentence provided. If still no response, move on to the next word quickly, saying, "**TERRIBLE. What does TERRIBLE mean?**"

### MARK

Give a score of 1 (one) if the student knows anything about the word, as indicated by even native verbal responses, facial gestures, or physical actions (e.g., pointing to his/her arm to define **ARM**, or making a facial grimace to define **TERRIBLE**). **Students are not required to provide sophisticated responses to receive a score of 1.** If student does not respond at all or refers to an alternative meaning, read the sentence provided and ask what the word means in that sentence. If clarification for words with multiple meanings is needed, see list following RECORD for target definitions.

Mark a 0 (zero) if the student provides no response or an incorrect response.

### RECORD

| Child provided correct answers without need for the sentences for numbers 1, 2, and 3 and was given 1 point for each. |  | Score |
| For **EYE**, child touched her eye. |  | 1 |
| For **TERRIBLE**, child said "Bad." |  | 1 |
| For **MEAN**, child said, "Like when somebody hurt me?" All 3 are acceptable indications of vocabulary knowledge. |  | 0 |

[Continued on next page]
Marking and Scoring Example (Continued): Vocabulary Scoresheet (2nd Page)
ISEL-E, Version 2 Only

Even after hearing sentence, child was unable to indicate any knowledge of words 6-9. This produced 5 consecutive misses (#5 on previous page). Teacher stopped administering this Snapshot.

- **Vocabulary (Continued)**

<table>
<thead>
<tr>
<th>Record</th>
<th>First say</th>
<th>If no response, say</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>&quot;LISTEN. What does LISTEN mean?&quot;</td>
<td>&quot;You should LISTEN to your mother. What does LISTEN mean in this sentence?&quot;</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>&quot;NEAR, What does NEAR mean?&quot;</td>
<td>&quot;The drugstore is NEAR the hospital. What does NEAR mean in this sentence?&quot;</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>&quot;SHEET, What does SHEET mean?&quot;</td>
<td>&quot;It was a white SHEET. What does SHEET mean in this sentence?&quot;</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>&quot;TUMBLE, What does TUMBLE mean?&quot;</td>
<td>&quot;She took a TUMBLE on the hill. What does TUMBLE mean in this sentence?&quot;</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>&quot;FLOOD. What does FLOOD mean?&quot;</td>
<td>&quot;The FLOOD caused a lot of damage. What does FLOOD mean in this sentence?&quot;</td>
<td>0</td>
</tr>
<tr>
<td>11</td>
<td>&quot;BOULDER, What does BOULDER mean?&quot;</td>
<td>&quot;The BOULDER was a big rock. What does BOULDER mean in this sentence?&quot;</td>
<td>0</td>
</tr>
<tr>
<td>12</td>
<td>&quot;SHIMMER, What does SHIMMER mean?&quot;</td>
<td>&quot;Does the moonlight SHIMMER on the lake? What does SHIMMER mean in this sentence?&quot;</td>
<td>0</td>
</tr>
<tr>
<td>13</td>
<td>&quot;ADMIRE, What does ADMIRE mean?&quot;</td>
<td>&quot;Do you ADMIRE Jennifer's dress? What does ADMIRE mean in this sentence?&quot;</td>
<td>0</td>
</tr>
<tr>
<td>14</td>
<td>&quot;CODRA, What does CODRA mean?&quot;</td>
<td>&quot;The CODRA got into the house. What does CODRA mean in this sentence?&quot;</td>
<td>0</td>
</tr>
</tbody>
</table>

**Score**

Score 1 point for each correct answer, score 0 for each incorrect answer/non-response.

**Target Definitions:**

1. eye: what you see with
2. terrible: very bad, unpleasant
3. mean: not nice
4. buckle: to fasten
5. throat: passage from stomach to mouth
6. listen: try to hear
7. near: close
8. sheet: a big, thin piece
9. tumble: sudden fall
10. flood: unusual flow of water
11. boulder: a large rock
12. shimmer: faint gleam
13. admire: think well of
14. cobra: snake

Comments/Observations:

The teacher referred to this list of target definitions to know which meaning of the word is required.

The child is given a score of "3" because she indicated knowledge of the 3 words.

**Vocabulary**

3/14
FLUENCY SNAPSHOT (SNAPSHOT 10, ISEL-E VERSION 2)
ADMINISTER THIS SNAPSHOT TO FIRST GRADE STUDENTS WITH AN ORAL ACCURACY SCORE OF 2 OR 3 ON THE BOOK “PAINT MY ROOM.”

Purpose
This snapshot is intended to gauge a child’s 1-minute timed oral reading rate, using a grade level text as one measure of fluency.

Rationale
Research supports the notion that the ability to read fluently (at a good rate, with good accuracy and proper intonation and phrasing) is highly correlated with many measures of reading competence (Shinn, 1989; Streicker, Roser, & Martinez, 1998). For the reader, fluency requires good decoding skills, the strategies to orchestrate these in reading real text, and comprehension to monitor what is being read to make sure it sounds like language. In taking a snapshot of fluency, one aspect of authentic reading performance is being tapped (Shreiber, 1991). Mark Shinn (1989) contends, and our data corroborates, that fluency rates taken on a 1-minute reading correlate highly with rates taken on longer texts. Administering a fluency snapshot at the beginning of the year helps develop teacher skills as an observer of one aspect of reading performance and provides the teacher with valuable information. The fluency screen indicates those students in the class who may need support in reading grade level texts or who may need higher or lower alternative texts as instructional materials.

Description
The Fluency Snapshot is an individually administered, one-minute timed reading of a narrative passage. The child reads a short story (Form A, Best Friends, 156 words; Form B, Matt’s Dog, 183 words). As the child reads, the teacher times the reading and marks the errors (miscues). The Fluency score is the number of words read correctly in 1 minute.

While both passages are written in narrative style, the Form B passage is also informational in content. The Scoresheet has each line numbered with the number of words, cumulatively throughout the whole text, making it easy for the teacher to figure the number of words read.

Materials
It is important to know and distinguish between the Forms. Form A is designed for Fall administration; Form B for Spring administration. The Form is labeled in the header of each scoresheet and in the footer of the student copy.

The materials below are needed to administer Snapshot 10:

- Snapshot 10 Scoresheet
- Stop watch or 1 minute timer
- Page 9, Administration Booklet
- Pencil (for teacher scoring)
**Instructions**

**ADMINISTER THIS SNAPSHOT TO FIRST GRADE STUDENTS WITH AN ORAL ACCURACY SCORE OF 2 OR 3 ON THE BOOK, PAINT MY ROOM.**

After reading the SAY AND DO instructions for Snapshot 10 Fluency, the teacher starts the timer when the child begins to read and marks any errors and self-corrections the child makes on the scoresheet. *Note: If a child pauses 3 seconds over a word, tell her the word and mark it Told (T). If a child skips a line either let her go on, counting all the words missed as omissions, or put her back on line and count it as one Told (LT).*

At the end of one minute, put a bracket ( ] ) after the last word the child reads before the timer went off. Then stop the child’s reading, saying something positive such as, “That was fine. You might be able to reread and finish this story in class later.”

*Note: Since Snapshot 10 is a timed reading and requires that the child not be interrupted, the classroom teacher may be challenged to find an appropriate place to hear the student read. Suggestions for an appropriate environment may include: setting a desk up at the back of the room behind a chart stand, administering the test in the hall during sustained silent reading time, during a center time, or other independent activities.*

**Marking and Scoring**

**Fluency Marking System**

- **WORD MISSED OR READ INCORRECTLY**—Put a slash mark (/) through word. *Count as incorrect.*
- **WORDS TOLD TO STUDENT**—Mark with the letter T above the word. *Count as incorrect.*
- **CHILD SKIPS A LINE**—
  1) Let him go on, but *count each word as an omission error (incorrect).*
  2) Or, immediately put child back on right line and *count as incorrect (one error).*
  With either choice 1 or choice 2, mark line with an L-T (Line error – Told).
- **SELF-CORRECTIONS**—Mark with an sc. *Count as correct.*
- **INSERTIONS**—Mark insertions with a carat (^). *Count as incorrect.*
- **WHEN BUZZER RINGS**—Mark a bracket ( ] ) after the last word read.

**Counted as Errors**

Substitutions, mispronunciations, tolds, omissions, missed line (whether put back on track or not) are counted and scored as errors. For teacher convenience, this is listed on the Fluency Snapshot Scoresheet.

**Counted as Correct**

Insertions and self-corrections are *not* counted as errors. This is also listed on the Fluency Snapshot Scoresheet.
Scoring
Use the following procedure to score the Fluency Snapshot
1. Counting the number of words read and write that number in the “# of words read” line in the bottom right hand corner of the Scoresheet.
2. Count the errors and note in the “# of errors” space provided in the score box.
3. Subtract the “# of errors” from the “# of words read” to get the “Total” words correct per minute “wcpm.”
4. Record this score next to “wcpm.”
5. Finally, record the score on the Scoresheet Summary page under the Student Score column in the Snapshot 10 Fluency row.

See page 61 for an example of a scored Fluency Snapshot Scoresheet.

Implications for Instructions
The teaching strategies and/or activities below are suggested to help a child acquire fluency in reading. Provide frequent opportunities for the child to:

- Listen to skilled readers model fluent reading.
- Read and reread many books at the child’s independent reading level (books read at 98%-100% accuracy).
- Participate in three-minute repeated readings of instructional level texts (95-97% accuracy), tape recorded or read to the teacher, teaching assistant, or volunteer helper who gives feedback on errors, or feedback from listening to tape (tape assisted reading).
- Read out loud and discuss the material with a parent or other skilled reader (paired reading or partner reading).
- Participate in reader’s theater, choral reading, and echo reading.
- Practice reading phrases and short sentences
- Read along with texts while singing.
- Enroll in Everybody Reads volunteer program (Blachowicz, Moskal, Fisher, Massarelli, Obrochta & Fogelberg [in press]).
Marking and Scoring Example: Fluency Scoresheet
ISEL-E, Version 2, (For First Graders)

Administer this Snapshot to first grade students with an oral accuracy score of 2 or 3 on "Paint My Room."
REFERENCES


APPENDIX A:  
BIBLIOGRAPHY—Children’s Books, ISEL-K/1


APPENDIX B:
PUBLISHER DIRECTORY—CHILDREN'S BOOKS
ISEL-K/1

Benchmark Education Company
629 Fifth Avenue
Pelham, NY 10801
www.benchmarklearning.com
1-877-236-2465
1-877-732-8273 (Fax)

Scholastic, Inc.
555 Broadway
New York, NY 10012
www.scholastic.com
1-800-242-7737
1-877-845-5783 (Fax)

HarperCollins
10 East 53rd Street
New York, NY 10022
www.harpercollins.com
1-212-207-7000
1-800-822-4090 (Fax)

Shortland Publications
Wright Group/McGraw Hill
19201 120th Avenue, NE, Suite 100
Bothell, WA 98011-9512
www.shortland.com
1-800-648-297-
1-800-593-4418

Learning Media Limited (Pacific Learning)
15342 Graham Street
Huntington Beach, CA 92649-1111
www.pacificlearning.com
1-800-279-0737
1-714-895-5087 (Fax)

Sundance Publishing
234 Taylor Street
Littleton, MA 01460
www.sundancepublishing.com
1-800343-8204
1-800-456-2419

Lee & Low Books
95 Madison Avenue
New York, NY 10016
www.leeandlow.com
1-888-320-3395
1-212-683-1894 (Fax)
APPENDIX C: GLOSSARY OF TERMS

The purpose of this glossary is to define selected terms (Harris, & Hodges, 1995; Fountas & Pinnell, 1999; McCarrier, Pinnell & Fountas, 2000) contained in the ISEL-K/1 and in this Teacher’s Guide to the ISEL-K/1.

**alliterative poem**  A poem or rhyme containing words with a repetitive initial consonant or initial vowel sound. Peter Piper Picked a Peck of Pickled Peppers is an example of an alliterative rhyme.

**alphabet knowledge**  The ability to recognize and identify the complete set of upper- and lower-case letters. Also alphabet recognition; letter recognition.

**alphabet recognition**  See alphabet knowledge.

**book levels**  A ranking of books, ranging in difficulty based on specific criteria. The grid below identifies the book levels and titles used in the ISEL K-1 Passage Reading (Snapshots 8-b, 8-d, 8-h, and 8-j in Version 1, Snapshots 9-b, 9-d, 9-h, and 9-j in Versions 2A and 2B). It also defines the characteristics of those levels; and provides the approximate grade level for each book.

<table>
<thead>
<tr>
<th>Book Level</th>
<th>Book Titles</th>
<th>Characteristics</th>
<th>Approximate Grade Level</th>
</tr>
</thead>
</table>
| B          | *Toy Models*  
*Los juguetes* | Single idea; simple story line; direct correspondence between the text and pictures; consistent format; large print | Early 1st grade |
| D          | *My Bike*  
*La hora de acostarse* | Story slightly more complex; familiar concepts; supportive illustrations; requires more attention to text; clear print | 1st grade Early Fall |
| H          | *Paint My Room*  
*Mi trabajo especial* | More challenging ideas and vocabulary; longer story and sentences; more sentences per page | End 1st grade |
| J          | *Windpower*  
*El poder del viento* | Longer, more complex stories; variety of genres; use of literary language | Early 2nd grade |

Adapted from Fountas and Pinnell (1996)

**buddy reading**  Reading together with another child or adult. It can also be partner reading or shared reading.
<table>
<thead>
<tr>
<th><strong>concept of word</strong></th>
<th>The child’s ability to demonstrate the correspondence between speech and writing; the ability to identify specific words in a sentence, also one-to-one matching.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>developmental spelling</strong></td>
<td>The sequential level of growth associated with the child’s ability to segment the minimal sound units in a word, demonstrate letter-sound knowledge, and write the appropriate letters. Also phonemic spelling.</td>
</tr>
<tr>
<td><strong>digraph</strong></td>
<td>Two letters pronounced as one speech sound, as in sh for the /sh/ sound in ship. Also letter cluster.</td>
</tr>
<tr>
<td><strong>emergent literacy</strong></td>
<td>The child’s developing awareness of the functions, purposes, and nature of print.</td>
</tr>
<tr>
<td><strong>emergent reading</strong></td>
<td>The child’s interaction with text with little or no attention to print. Sometimes referred to as pretend reading.</td>
</tr>
<tr>
<td><strong>echo reading</strong></td>
<td>The process of text reading modeled by a skilled reader and immediately repeated by the unskilled reader.</td>
</tr>
<tr>
<td><strong>exemplar</strong></td>
<td>An example or practice opportunity that is not scored.</td>
</tr>
<tr>
<td><strong>fluency</strong></td>
<td>The easy and fluid expression of spoken or written words</td>
</tr>
<tr>
<td><strong>genre</strong></td>
<td>Categorization of literary works; fairytales, mysteries and poetry are examples of literary genres.</td>
</tr>
<tr>
<td><strong>guided reading</strong></td>
<td>Teacher directed and supported reading instruction at a young reader’s instructional level (see Instructional Level).</td>
</tr>
<tr>
<td><strong>graded passage reading</strong></td>
<td>Books or passages ranked from simple to complex according to criteria such as vocabulary, sentence structure, story line or topic, page layout, print size, and supporting illustrations; often used to assess the integration of word recognition, decoding strategies, fluency, and comprehension.</td>
</tr>
<tr>
<td><strong>high frequency word</strong></td>
<td>A word appearing often and repetitively in connected text. The words SEE, THE, and WAS are considered high frequency words. Sometimes called “sight words.”</td>
</tr>
</tbody>
</table>
**Illinois Reading Initiative**  A literacy framework to coordinate and improve literacy policies and programs as well as state level partnerships. Its goal is to help all Illinois children read well by the end of third grade.

**independent reading level** The level or grade at which the child can read from material effortlessly for entertainment and information. Generally accepted that child’s accuracy should be 99 or 100%.

**instructional reading level** The level or grade at which the child can read from material without frustration and profit from instructional support. Generally accepted that the child’s accuracy should range from 95 to 98%.

**interactive writing** Written composition that occurs between children or between a child and an adult for instructional purposes. Sometimes referred to as shared writing.

**intervention** Instruction that focuses on the prevention of difficulties rather than on their remediation.

**letter boxes** Boxes, usually hand drawn, used to demonstrate the division of words into phonemes, (i.e [b a t]).

**letter cluster** A sequence of two or more consonants.

**letter-sound knowledge** The understanding that letters have specific representational sounds.

**“little books”** Books ranked in difficulty according to a specific criteria, usually published in paperback, and containing a single story or addressing a sole topic.

**Magna Doodle** An erasable magnetic drawing board.

**one-to-one matching** See concept of word.

**oral reading** The process of reading aloud.

**partner reading** See buddy reading.

**patterned text** Text containing a highly structured or repetitive organization. Also referred to as predictable text.

**phoneme** A minimal sound unit of speech; the word bat is composed of three phonemes, graphically represented as /b/ /a/ /t/.
phonemic awareness  The child’s understanding that words can be divided into a sequence of phonemes; the ability to hear and manipulate the subunits of words. Also referred to as phonemic segmentation, phonological awareness.

phonemic segmentation  See phonemic awareness.

phonemic spelling  See developmental spelling.

predictable text  See patterned text.

pretend reading  See emergent reading.

reading inventory  1) A means of assessing the student’s reading development;  2) a checklist or questionnaire that provides insight into the student’s reading interests, habits, attitudes, and so forth.

reversal  A change in direction in reading or spelling (e.g., BUT for TUB) or rotation (e.g., b for d) in reading or writing words and/or letters.

self-correct  The act of detecting and correcting an error without intervention from others. Also called self-monitoring.

self-monitor  See self-correct.

semantic mapping  A graphic display of word clusters that are related in a meaningful way.

semantic feature analysis  A form of semantic mapping that allows for comparing and contrasting words or concepts. The table below shows an example of semantic feature analysis:

<table>
<thead>
<tr>
<th></th>
<th>Big</th>
<th>Stripes</th>
<th>Farm</th>
<th>Zoo</th>
<th>Pet</th>
</tr>
</thead>
<tbody>
<tr>
<td>horse</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>zebra</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

shared reading  An interaction with text that occurs between children or between the child[ren] and a skilled reader.

shared writing  See interactive writing.

sight word  Any word identified quickly and automatically; many high frequency words are considered sight words.
standards  Statements related to student performance or expectations in a
given field; often legislated, as in the National Standards for
Reading or Illinois Learning Standards.

vocabulary  Those words known or used by a person or group. Types of
vocabulary include: controlled, core, expressive, listening or
hearing, meaning, reading, receptive, recognition or sight,
simplified, speaking or oral and writing (Harris & Hodges,

word  The smallest lexical unit of meaning in speech and in writing; a
sequence of letters with space on either side.

word bank  A list or file of sight words (see sight words) that a young child
is beginning to know.

word boundary[ies]  The space[s] delineating the beginning and ending of a word.

word-by-word reading  A halting, punctuated style of reading that lacks phrasing,
tonation and fluency. At the extreme end of word-by-word
reading, children are thought to be labored or frustrated.

word recognition  The act of identifying words in isolation or in context.
# APPENDIX D:
Alignment of the Illinois Language Arts Early Learning Standards and Benchmarks to the Illinois Snapshots of Early Literacy-Kindergarten/First Grade (ISEL-K/1)

## Table 11: Alignment with State Goal 1, Read with understanding and fluency in their environment.

<table>
<thead>
<tr>
<th>LEARNING STANDARD</th>
<th>BENCHMARK</th>
<th>ISEL SNAPSHOT</th>
</tr>
</thead>
</table>
| **A:** Apply word analysis and vocabulary skills to comprehend selections. | 1.A.Eca: Understand that print carries a message and that reading progresses from left to right and top to bottom | Snapshot 2: Story Listening: Comprehension and Vocabulary  
                      |                                                                             | Snapshot 4: One-to-One Matching and Word Meaning  
                      |                                                                             | Snapshots 8/9: Passage Comprehension  
                      |                                                                             | Snapshot 10: Fluency |
|                   | 1.A.ECb  Understand that pictures and symbols have meaning                | Snapshot 2: Story Listening: Comprehension and Vocabulary  
                      |                                                                             | Snapshot 4: One-to-One Matching and Word Meaning  
                      |                                                                             | Snapshots 8/9: Passage Comprehension  
                      |                                                                             | Snapshot 10: Fluency |
|                   | 1.A.ECc Identify labels and signs in the environment                      | Snapshot 7: Word Recognition  
                      |                                                                             | Snapshots 8/9: Passage Comprehension |
|                   | 1.A.ECd  Identify some letters, including those in own name.              | Snapshot 1: Alphabet Recognition: Upper and Lower Case  
                      |                                                                             | Snapshot 6: Developmental Spelling |
|                   | 1.A.ECe  Make some letter-sound matches                                   | Snapshot 3: Phonemic Awareness: Initial Consonant  
                      |                                                                             | Snapshot 5: Letter Sounds  
                      |                                                                             | Snapshot 6: Developmental Spelling  
                      |                                                                             | Snapshot 7: Word Recognition |
| **B:** Apply reading strategies to improve understanding and fluency | 1.B.ECa  Predict what will happen next using pictures and context for guides | Snapshot 2: Listening Comprehension and Vocabulary  
<pre><code>                  |                                                                             | Snapshots 8/9: Passage Comprehension |
</code></pre>
<table>
<thead>
<tr>
<th>LEARNING STANDARD</th>
<th>BENCHMARK</th>
<th>ISEL SNAPSHOT</th>
</tr>
</thead>
</table>
| 1.B.ECb          | Experience different forms of print | Snapshot 1: Alphabet Recognition: Upper and Lower Case  
Snapshot 2: Story Listening: Comprehension and Vocabulary  
Snapshot 4: One-to-One Matching and Word Naming  
Snapshots 8/9: Passage Comprehension |
| 1.B.ECd          | Pay attention to separable and repeating sounds in language | Snapshot 2: Listening Comprehension and Vocabulary  
Snapshot 3: Phonemic Awareness: Initial Consonant  
Snapshot 5: Letter Sounds  
Snapshot 6: Developmental Spelling  
Snapshot 7: Word Recognition  
Snapshot 8: Vocabulary  
Snapshots 8/9: Passage Comprehension |
| C. Comprehend a broad range of reading materials | 1.C.ECa Read information from a story | Snapshots 8/9: Passage Comprehension |
|                   | 1.C.ECb Respond to simple questions about reading material | Snapshot 2: Listening Comprehension and Vocabulary  
Snapshot 8: Vocabulary  
Snapshots 8/9: Passage Comprehension |
|                   | 1.C.ECc Demonstrate understanding of literal meaning of stories by making comments. | Snapshot 2: Listening Comprehension and Vocabulary  
Snapshots 8/9: Passage Comprehension |
Table 12: Alignment with State Goal 2, Read and understand literature representative of various societies, eras and ideas.

<table>
<thead>
<tr>
<th>LEARNING STANDARD</th>
<th>BENCHMARK</th>
<th>ISEL SNAPSHOT</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Understand how literary elements and techniques are used to convey meaning.</td>
<td>2.A.EC Understand that different text forms are used for different purposes</td>
<td>Snapshot 2: Story Listening: Comprehension and Vocabulary&lt;br&gt;Snapshot 4: One-to-One Matching and Word Meaning&lt;br&gt;Snapshot: Vocabulary&lt;br&gt;Snapshots 8/9: Passage Comprehension</td>
</tr>
<tr>
<td>B: Read and interpret a variety of literary works.</td>
<td>2.B.EC Show independent interest in reading related activities</td>
<td>Snapshot 2: Story Listening: Comprehension and Vocabulary&lt;br&gt;Snapshot 8/9: Passage Comprehension</td>
</tr>
</tbody>
</table>

Table 13: Alignment with State Goal 3, Write to communicate for a variety of purposes.

<table>
<thead>
<tr>
<th>LEARNING STANDARD</th>
<th>BENCHMARK</th>
<th>ISEL SNAPSHOT</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Use correct grammar, spelling, punctuation, capitalization and structure.</td>
<td>3.A.EC Use scribbles, approximation of letters, or known letters to represent written language</td>
<td>Snapshot 6: Developmental Spelling</td>
</tr>
<tr>
<td>C: Communicate ideas in writing to accomplish a variety of purposes.</td>
<td>3.C.EC Use drawing and writing skills to convey meaning and information.</td>
<td>Snapshot 6: Developmental Spelling</td>
</tr>
</tbody>
</table>

Table 14: Alignment with State Goal 4, Listen and speak effectively in formal and informal situations.

<table>
<thead>
<tr>
<th>LEARNING STANDARD</th>
<th>BENCHMARK</th>
<th>ISEL SNAPSHOT</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Listen effectively in formal and informal situations..</td>
<td>4.A.EC Listen with understanding and respond to directions and conversations</td>
<td>All Snapshots (1-10)</td>
</tr>
<tr>
<td>B: Speak effectively using language appropriate to the situation and audience</td>
<td>4.B.EC Use language to communicate needs, ideas, and thoughts and to respond to questions.</td>
<td>All Snapshots (1-10)</td>
</tr>
</tbody>
</table>
### Table 15: Alignment with State Goal 5, Use the language arts to acquire, assess and communicate information.

<table>
<thead>
<tr>
<th>LEARNING STANDARD</th>
<th>BENCHMARK</th>
<th>ISEL SNAPSHOT</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Listen, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.</td>
<td>5.A.EC Seek answers to questions through active exploration.</td>
<td>All Snapshots (1-10)</td>
</tr>
<tr>
<td>B: Analyze and evaluate information acquired from various sources</td>
<td>5.B.EC Relate prior knowledge to new information.</td>
<td>All Snapshots (1-10)</td>
</tr>
<tr>
<td>C: Apply acquired information, concepts and ideas to communicate in a variety of formats.</td>
<td>5.C.EC Communicate information with others.</td>
<td>All Snapshots (1-10)</td>
</tr>
</tbody>
</table>