Basic Academic Skill Samples

BASS

University of Minnesota
Learning Disabilities/Mildly Handicapped Research Project

Instructions for Administration and Skill Samples

(Form A - Spelling 1)


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BASS START-UP INSTRUCTIONS

Before students come into the room, place student booklets (face down) and pencils at each place. Leave as much room between booklets as possible. As students come in, greet them at the door and ask them to sit in front of a booklet, but **not** to touch the booklets. As soon as the students are settled, check the number of students present according to the teacher. Say the teacher's name and have the students raise their hands. There should either be 6 or 12 students per teacher. If there is not 6 or 12, try to get another student from that teacher. *Do not take roll* at this time.

* See last page for **Ending Instructions**.

Say to the students:  
"Today we are going to collect some samples of your work in spelling, written expression, math, and reading. On each sample, you should just do the best you can. This is not a test and you will **not** receive a grade. You just need to do the best you can on each. You each have an answer booklet. **Do not** open it until I say to do so. You should also each have a pencil to write with."

Check to make sure each student has a booklet and a pencil.

Say to the students:  
"On the front page of your booklet, write your name on the top line."  
"Now write your teacher's name on the next line."  
"Write your school on the next line."  
"Finally, write your grade on the last line."

Point to the appropriate line for each item. Monitor the students for compliance. **MAKE SURE THEIR NAME IS ON THE BOOKLET.**

Say to the students:  
"Now we will begin. Please make sure to listen to my instructions carefully."

Proceed with testing.
This packet contains (in order) the following materials:

**Math Probe**
1. Directions for administering two common math probes.
2. Two sheets containing the math problems and space for responses by student.

**Written Expression**
1. Directions for administering written expression assessments.
2. Sheets for students to write on during written expression assessment.
** Note the common story starters at the top of the page (See Directions)

**Spelling**
1. Directions for administering two common spelling lists.
2. Two common spelling lists.
3. Sheets for students to write on during spelling assessments.

**Reading: Cloze**
1. Directions for administering the cloze passage.
2. Example of cloze procedures.
3. The cloze passage for students to write on during reading/cloze assessment.
COMMON MATH PROBES

Directions For Administration

Math Probe 1

Say to the students: "Turn to page 1 in your booklet. Keep your pencils down. Please listen to these directions but wait until I tell you to start. On this page there are several kinds of arithmetic problems. Some are addition and subtraction and some are multiplication and division. Don't worry if you cannot do some problems. Just do as well as you can."

"Look at each problem carefully before you answer it. Start on the first problem at the top and work across that row, then begin the next row. TRY EVERY PROBLEM. If you come to one you cannot answer, you can put an X on it and go on to the next, BUT YOU MUST TRY EACH PROBLEM. Remember to look at each problem and put an X on it if you can't do it. You have 1 minute to work. Are there any questions?"

(Demonstrate procedure to student by pointing.)

Say to the students: "Ready? Begin." Start stopwatch AS YOU SAY BEGIN.

After 1 minute say: "Stop. Thank you, put your pencil down. Turn to page 2 in your booklet."

Math Probe 2

Say to the students: "Now you will try one more math page. Remember to start on the first problem at the top and work across that row, then begin the next row. TRY EVERY PROBLEM. If you come to one you cannot answer, you can put an X on it and go on to the next, but TRY EACH PROBLEM. Ready? Begin."

After 1 minute say: "Stop. Thank you, put your pencil down.

NOTE: 1. Monitor students carefully to see that they follow directions by walking around the room and observing students throughout the timing.
2. Be sure they are going across the row and attending to each problem
COMMON MIXED MATH PROBE I

\[\begin{array}{cccccccc}
1 \times 7 & 5 & 5 & 14 & 4 & 1 & 4 & 4 & 7) 14 \\
& -0 & +2 & -8 & +7 & x 3 & -2 & 3) 3 & +1 \\
\hline
0 & +2 & 5) 35 & -9 & x 3 & -9 & 4) 20 & x 6 & +5 & 5) 25 & 9) 72 \\
\hline
7 \times 5 & 7 & 15 & 7 & 7 & 6) 12 & +7 & 6) 54 & -1 & x 6 \\
\hline
5 & 11 & 0 & 14 & 6 & 8 & 6 & 1 & 9 & 9 & 9 & 9 & 9 & 9 & 9 & 9 \\
\hline
6 \times 9 & 8 & 2 & 2 & 2 & 14 & 6 & 8 & 6 & 1 & 4) 16 & 3) 6 \\
\hline
1 & 9 & 10 & 9 & 7 & 6 & 0 & 1) 6 & 4) 8 & x 7 \\
\hline
12 & 11 & 3 & 6 & 2 & 10 & 5 & 0 & 7) 56 & x 7 & 9) 45 & -4 & +0 & +6 \\
\hline
-4 & -8 & 8) 72 & +6 & 7) 56 & x 7 & 9) 45 & -4 & +0 & +6 \\
\hline
6 & 6 & 6 & 0 & 10 & 0 & 6 & 3 & 7 & 8) 32 & +3 & +8 & x 4 \\
\hline
-2 & -0 & x 0 & x 3 & -3 & x 7 & 8) 32 & +3 & +8 & x 4 \\
\end{array}\]
COMMON MIXED MATH PROBE II

\[
\begin{array}{cccccccccc}
8 & 6 & 8 & 5 & 9 & 0 & 3 & 6 \\
-7 & +8 & -1 & +3 & 7)56 & -0 & +9 & 4)3 & +7 & x3 \\
2 & 8 & 5 & 13 & 2 & 8 & 3 \\
x4 & x7 & 5 & +8 & -5 & x3 & -0 & x0 & 2)6 & 4)28 \\
6)24 & 8 & 5 & 3)12 & 1)4 & 4 & 0 & 3 & x9 & 3)3 \\
6)6 & x5 & 6)24 & +2 & +5 & x7 & 4)36 & x2 & +2 & +7 \\
6)0 & 8)72 & 6 & 7 & 6 & 7 & 7)49 & x8 & -2 & -2 \\
9 & x8 & 8)16 & +9 & 2)6 & x8 & +7 & -2 & -8 & +6 & 5)45 \\
9 & 0 & 14 & 17 & 3 & 11 & 2 & 7 & 11 \\
x7 & +3 & 4)32 & -9 & -8 & x1 & -6 & x1 & +3 & -5 \\
4)0 & 18 & 7 & 4 & 8 & 1 & 9 & 5 & 15 & 9 \\
x4 & x8 & x4 & x8 & +0 & x9 & -4 & -9 & x4 \\
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WRITTEN EXPRESSION

Directions For Administration

Story Starter 1:

Say to the student: "Now you are going to do some writing. Turn to page 3 in your booklet. Listen and I will tell you what to do on this page. I want you to write a story. I am going to read part of a sentence to you first - and then you can write a short story about what will happen.

"Before you write, I want you to think about the story. First you will think, then you will write. You will have 30 seconds to think and 2 minutes to write. Do your best work. If you do not know how to spell a word, you should guess.

"Keep your pencils down and listen. The story begins - [One very dark, spooky night ...]." "You have 30 seconds to think."

After 30 seconds say: "Listen: [One very dark, spooky night ...]. You have 2 minutes to write. Keep writing until I tell you to stop. You may begin."

Start the stopwatch immediately.

After 1 minute, give the students the following prompt: "Remember to keep writing until I tell you to stop.

After 2 minutes say: "Stop, Thank you, put your pencils down. Turn to page 4 in your booklet."

Story Starter 2:

Say to the student: "You are going to write one other story. I will read a different sentence to you. Then you will write another story about what will happen."

Repeat everything below the dotted line.

Substitute the following story starter: [I was outside playing when a spaceship landed and ...]

NOTE: 1. Give the following prompt at the end of 1 minute: "Remember to keep writing until I tell you to stop."
COMMON WRITTEN EXPRESSION

One very dark, spooky night
I was outside playing when a spaceship landed and
COMMON SPELLING LIST

Directions for Administration

Say to the student: "Turn to page _5_ in your booklet. Keep your pencils down and listen to my instructions."

Be sure each student has the appropriate answer sheet in front of him/her.

Spelling List 1

Say to the student: "Now I am going to give you some spelling words. The words will be read on a tape recorder. Your job is to write the words as they are said. Each word will be said two times, and sometimes the word will be said in a sentence. You will have a short time to spell each word. If you cannot spell the whole word, spell as much as you can. You might get a new word even if you're not finished. Begin the new word when it is said. Are there any questions? Ready?"

Start the tape recorder. Monitor the students for compliance to the directions.

After the tape is done
(2 minutes) say: "Thank you, put your pencil down. Turn to page _6_ in your booklet."

Monitor students for compliance with the direction.

Spelling List 2

Say to the student: Now I will give you some different spelling words. Remember, your job is to write the words that are said. If you cannot spell the whole word, just spell as much as you can. You might get a new word even if you're not finished. Begin the new word when it is said. Are there any questions? Ready?"

Repeat the same procedure as above with List 2.

After the tape is done
(2 minutes) say: "Thank you, put your pencil down."

Monitor students for compliance with the directions.

NOTE: 1. If students get lost on the page, encourage them to continue on to the next word.
2. If the tape malfunctions, give the words orally. Before each word say the number (e.g., "Number ___") then the word. Start the stopwatch as you say the word, and give 7 seconds for each word. Dictate each word twice within the 7 seconds. Any starred word must be given with the sentence written below the word list. In this case, say the word; say the sentence; repeat the word. Example: "dog...The dog is brown...dog".
After giving the third word give the following prompt: "Remember to go on to the next word when I say it. Say each word at the 7 second mark.

* COMMON SPELLING LIST I

Dictate in the numbered order.

1. saw
2. cup
3. jump
4. animal
5. shot
6. toy
7. word
8. put
9. impossible
10. along
11. nice
12. mark
* 13. by a
14. lively
15. maybe
16. something
* 17. pair b

a. He walked by the house.
b. She bought a pair of shoes.

* Words taken from Harris-Jacobson Word List. Pre-primer to Grade 3.
COMMON SPELLING LIST II

Dictate the hered order

ran
1. good
2. try
3. parad
4. shall
5. vacation
6. hi
7. majesty
8. spread

10. part
11. buy
12. cage
13. chase
14. sew b
15. the
16. fro
17. bike

ill buy th milk
b. sew th thread.

Word tak from H - Jacobsen Word List Prep.
COMMON SPELLING LIST 1

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________
7. ______________________
8. ______________________
9. ______________________

10. ______________________
11. ______________________
12. ______________________
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15. ______________________
16. ______________________
17. ______________________
### COMMON SPELLING LIST 2

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READING: CLOZE

EXAMPLES

Say to the students: "The story you are going to read has some places where you need to choose the correct word. You will read the story, and whenever you come to three words that are underlined and in dark print, you will choose the word that belongs in the sentence."

"Before we begin, we will do some examples. Turn to page 7 in your booklet. The first sentence says:

Bill threw the ball to Jane. Jane caught the dog / bat / ball.

Which one of the three words belongs in the sentence?"

Following student response say: "The correct word is ball. Bill threw the ball to Jane. Jane caught the ball. Circle the word ball."

Monitor the students for compliance.

Say to the students: "Now let's try sentence number two. The sentence says:

Tom said, 'Now you jump / throw / talk the ball to me."

Which of the three words belongs in the sentence?"

Following student response say: "The correct word is throw. Tom said, 'Now you throw the ball to me. Circle the word throw."

Point to the word. Monitor students for compliance
CLOZE PASSAGES

Passage 1

Say to the students: "Put your pencils down and listen to my directions. Now you are going to do the same thing by yourself. You will read a story. Whenever you come to three words that are underlined and in dark print, circle the word that belongs in the sentence. Choose a word even if you're not sure of the answer. At the end of 1 minute, I will tell you to stop working. If you finish early, check your answers. Do not go on to the next page. You may begin when I tell you to. Are there any questions? Turn to page 8 in your booklet."

Monitor students to make sure they are on "Kicking Stones."

Say to the students: "Remember to do the best you can. Pick up your pencils. Ready? Begin."

After 30 seconds, give students the following prompt: "Remember, choose a word, even if you're not sure of the answer."

After 1 minute say: "Stop. Put your pencils down."

Passage 2

Say to the students: "Now you will do the same thing on another passage. Remember to choose the word that belongs in the sentence. Choose a word even if you're not sure of the answer. You may begin when I tell you to. Turn to page 9 in your booklet."

Monitor students to make sure they are on "Saturday."

Say to the students: "Remember to do the best you can. Pick up your pencils. Ready? Begin."

After 30 seconds, give students the following prompt: "Remember, choose a word, even if you're not sure of the answer."

After 1 minute say: "Stop. Put your pencils down."

Passage 3

Say to the students: "Now you will try one more passage. Do the same as before: Choose the word that belongs in the sentence. Choose a word
Monitor students to make sure they are on "Me Too."

Say to the students: "Remember to do the best you can. Pick up your pencils. Ready? Begin."

After 30 seconds, give students the following prompt: "Remember, choose a word, even if you're not sure of the answer."

After 1 minute say: "Stop. Put your pencils down. Close your booklet. Thank you."

Collect all materials.

NOTE:
1. Do not forget to give the following prompt after 30 seconds has passed, "Remember, choose a word, even if you're not sure of the answer."

2. If students ask you to identify a word, remind them to just do the best they can.

Examples for Cloze

1. Bill threw the ball to Jane. Jane caught the \{dog/bat/ball\}

2. Tom said, "Now you \{jump/throw/talk\} the ball to me."

Turn to page 10 in your booklet."
EXAMPLES OF CLOZE PROCEDURE

1. Bill threw the ball to Jane. Jane caught the \{dog/bat/ball\}.

2. Tom said, 'Now you \{jump/throw/talk\} the ball to me.'
KICKING 'TONE

Have you had nothing to do? Sometimes then
(say/have/run) nothing to do take a (walk/road/home) that
when I kick stone I (look/am/see) for cans to kick. If I
(have/can't/went) find any cans to kick I (little/under/just) kick
stones. I look for big (cities/stone/water) to kick. I walk down the
(duck/road/ship) kicking one stone after another. This
(will/means/falls) I have nothing else I can (help/find/think) of
doing.

Sometimes I walk around (but/and/the) house with nothing to do
My (tail/dad/food) sees me doing this. Then he (says/gets/ran) m
kickin' ton again. I'm not kicking (real/night/grass) stone bub!
I'm acting like I'm (outside/going/trying) kickin' stone My dad
doesn't want (me/his/they) to use thing He wants
(boys/her/me) to find m thing to do.

I (soon/used/when) to tell my dad when I (had/play/am)
nothing to do I would say (kitten/Dad/street) there nothing to
Hould (run/ride/look) it me and smile Then he
(have/would/stop) say Good, go carry all those (logs/food/cities)
to the house Now (until/always/under) think fore I say
'Dad have going run' nothing to

CES
SATURDAY

When you're a kid Saturday is the best day of the week. That's the day that you have _free_ time. It's also the day that _bike_ can sleep in the morning if _parents_ will let you. Of course, _you_ have a little brother the _way_ I do he probably won't let _him_ sleep.

Even if my parents and _brother_ brother do let me sleep, I _play_ a hard time staying in bed. _Feet/Dogs/There_ just too many things I _want/sing/let_ to do when I have free _book/time/cat_.

Most of all, when Saturday comes _I/he/you_ want to call my friends. They _went/have/are_ just as excited about Saturday as _we/she/I_ am. We have a problem, though. _Where/When/Why_ we start calling each other on _telephone_ we usually find out that _each/four/my_ one of us has a job _place to go_ _our_ family. Our problem is that _him/me/we_ have a hard time finding time _Saturday_ when all of us have _time_ to play at the same _time_.

I don't know about you, but _my parents_ make plans for me _Saturday_ I don't like it. I _usually/very/fast_ argue with them about what they _can/want/stop_ me to do. Arguing with my _dolls/pets/parents_ spoils all the fun of Saturday. _I/Us/He_ wish they would call my friend's _girls/parents/cars_ to find out what their Saturday _plans/toys/shoes_ are. Then they could arrange it _we all have free time_ _the same time_.

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"ME, TOO!"

My little sister, Jan, is a "me too" girl. If I get myself a cookie, [I/we/she] says, "Me, too." If I come [stone/nest/home] eating a candy bar, she says, "{boy/ant/me}, too." When I watch a good [T.V./ship/boot] show she says, "Me, too" and [eats/sits/lives] down to watch. She can't even [hide/said/read] yet but she gets to do [road/things/mice] that only older brothers should get {to/be/the} do.

She uses "Me too" all [but/the/and] time because it works. When I [drown/go/fall] for a walk, she gets to [wait/come/ask] along. When I play with a [friend/park/bread], she gets to play, too. When [him/girls/I] paint pictures, she gets to paint, {too/fast/far}. I even have to take her [under/from/along] frog hunting. This has got to [see/say/stop].

I have a plan. I've talked [for/to/over] my dad about this plan. [takes/thinks/wants] it's a pretty good plan, too. {So/But/That} we begin whispering about something. Jan [runs/sings/knows] up and shouts, "Me, too. Me, {now/too/fast}." Dad says, "Yes, Jan, you too. {Ball/You/Sister} both shovel the snow from the {sidewalk/balloon/penny}." Jan's eyes open wide. "Me, too?" [woman/she/they] asks. "Yes!" says dad.

Next I'm [falling/going/seeing] to start whispering about cleaning my {room/king/head} and taking out the garbage!

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BASS ENDING INSTRUCTIONS

1. Ask students to close their booklets and leave their pencils on the table/desk. Ask students to make sure their name is on their booklets.

2. Ask students who have been chosen to do oral reading samples to remain for a few minutes. (Remember to choose 4 to 6 students from grades 3 to 5.)

3. Dismiss students before collecting test materials (unless you are short on time).

4. Dismiss students in the following manner:
   a. Dismiss by teacher.
   b. Using the Teacher List, check the names of the 6/12 students before you dismiss them. If there are substitutes, write the names in at that time.
   c. Remind students to leave quietly.

5. Collect test booklets (and pencils if it is the last session). If possible, group them by grade.

6. Set up for next test session.