

Accommodating Inclusion of Special Education Students  
in an Oral Reading Performance Assessment  
through the use of On Grade Level and Instructional Level Reading  
Probes

Topeka Public Schools

**Average Number of Words Read Correctly in One Minute, Fall, 1998**

Grade Level	Instructional Level of Probe							
	8	7	6	5	4	3	2	1
8	83	117	71	111	75	84	53	57
7		76	91	125	84	66	53	24
6			50	65	58	82	65	47
5				55	58	65	57	41
4					25	67	42	19
3						20	20	13
2							8	13
1								1

**Number Students Assessed with Each level of Probe by Grade, Fall, 1998**

Grade Level	Instructional Level of Probe							
	8	7	6	5	4	3	2	1
8	83	15	4	10	16	22	7	1
7		86	8	10	13	16	10	3
6			71	3	8	12	16	15
5				65	9	15	23	13
4					43	10	11	19
3						41	8	25
2							32	28
1								22

Pearson Correlation between on off grade level probes was .90 for the pooled sample of 363 special education students which compares favorably to on grade parallel probes correlation of .92 observed with regular education students in a previous district study. This provides an equivalent or parallel forms reliability estimate.

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