

# **DRUMCONDRA PRIMARY READING TEST - REVISED**

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## **Drumcondra Primary Reading Test - Revised**



**LEVEL 4  
FORM A**

# The Drumcondra Primary Reading Test-Revised (Levels 3-6)

## *What is the Drumcondra Primary Reading Test – Revised?*

Nowadays, it is common practice for schools to assess pupils using standardised tests such as the *Drumcondra Primary Reading Test-Revised* (DPRT-R). Schools are also now required to report results of Standardised tests at the end of 1<sup>st</sup> class (or beginning of 2<sup>nd</sup> class) and the end of 4<sup>th</sup> Class (or beginning of 5<sup>th</sup> class). Your child's score is included on the report.

The DPRT-R is administered to groups of children by their teacher, following procedures outlined in the test manual. The DPRT-R includes skills and text types referred to in the 1999 *Primary School English Curriculum*.

Levels 3-6 of the DPRT-R consist of 76 multiple-choice type questions, distributed over two subtests: Reading Vocabulary (understanding of word meanings) and Reading Comprehension (understanding of a range of texts). The examples below are intended to give an idea of the types of questions children taking Levels 3-6 of the DPRT-R are expected to answer.

### Vocabulary: Sample Question

They had an anxious wait.

- A. a lengthy
- B. an uneasy
- C. an unusual
- D. a relaxed

### Vocabulary: Sample Question

Their actions were decisive.

- A. dangerous
- B. unexpected
- C. definite
- D. late

### Comprehension: Sample Question

*(based on previously read text)*

In the passage, Ceres is described as.

- A. a dwarf planet
- B. a satellite
- C. a new sun
- D. an ecosystem

### Comprehension: Sample Question

*(based on previously read text)*

This story is mainly about. ...

- A. how to make friends.
- B. why we all need friends.
- C. where to find help if you need it.
- D. how friends can hurt us.

## *Why are there two sub tests?*

The subtests, Reading Vocabulary and Reading Comprehension, are intended to measure different aspects of reading. Nevertheless, children who do well on one subtest usually do well on the other. To do well on Reading Comprehension, children need to be able to read the words and understand their meanings as well as apply a range of comprehension skills. Total (Overall) Reading scores on the DPRT-R are based on children's combined scores on the two subtests.

## *What do the test scores mean?*

In developing the DPRT-R, the test was administered to nationally-representative samples of about 2000 children at each class level. The results were used to develop test norms. The test norms allow teachers to compare the performance of an individual pupil in their class with that of other pupils nationally at the same class level. The results of standardised tests may be reported in terms of Raw Scores, Standard Scores, Sten Scores, or Percentile Ranks. We are reporting Sten Scores

## Sten Score Range Descriptor Coverage

Sten Scores are on a scale of 1 to 10. The following table may be useful in interpreting Sten Scores:

8-10	Well above average
7	High average
5-6	Average
4	Low average
1-3	Well below average

Thus, a Sten Score of 2 indicates that a child performed 'well below average' on the test relative to other children at the child's class level nationally. A Sten Score of 5 indicates that the child achieved a score that is in the average range, while a Sten Score of 9 indicates 'well above average' performance on the test.

### ***How accurate are achievement test scores?***

Unfortunately, there is error associated with all test scores. A child's test score is an estimate of his or her true score. This means that your child's score on a test such as the DPRT-R is an estimate of his/her 'true' achievement rather than a precise measure. It also implies that small differences between scores are probably not meaningful.

### ***What should I do if my child gets a low score?***

Since the DPRT-R is a norm-referenced test, some children will achieve low scores. About one-sixth of children will achieve scores that are 'well below average'. These include Sten Scores between 1 and 3. If your child achieves a low score, you should discuss this with the child's teacher. First, find out if the low score reflects the child's performance in class. If it does, it may be appropriate to explore ways in which your child's below average performance can be addressed. This may entail additional diagnostic testing by the school to pinpoint specific strengths and weaknesses in reading, and the provision of extra support at home and/or at school.

### ***What are some things I can do to improve my child's reading achievement?***

The following activities are intended to develop the reading skills of children at all levels of reading ability:

- Visit a library or bookshop on a regular basis and talk to your child about the books. Ask your child which books s/he likes most, and why.
- Encourage your child to read at a particular time every day – for example, before meals, or at bedtime.
- Encourage your child to read the news sections of newspapers, and summarise what s/he has read.
- Encourage your child to read books based on favourite television programmes or films.
- Read reviews of television programmes, films, or computer programs with your child.
- Discuss with your child what s/he has read. Ask him/her to tell you why s/he liked (or disliked) a story.
- Discuss ways in which books your child has read are related to activities in school, or to television programmes.

