

1999 DRAFTING REQUEST

Bill

Received: **09/13/1999**

Received By: **mlief**

Wanted: **Soon**

Identical to LRB:

For: **Gregg Underheim (608) 266-2254**

By/Representing: **himself**

This file may be shown to any legislator: NO

Drafter: **mlief**

May Contact:

Alt. Drafters:

Subject: **Education - miscellaneous**

Extra Copies: **PG**

Pre Topic:

No specific pre topic given

Topic:

Phonemic awareness

Instructions:

See Attached

Drafting History:

<u>Vers.</u>	<u>Drafted</u>	<u>Reviewed</u>	<u>Typed</u>	<u>Proofed</u>	<u>Submitted</u>	<u>Jacketed</u>	<u>Reouired</u>
I?	mlief 10/18/1999			_____			
/P1	mlief 10/19/1999	ygeller 10/20/1999	martykr 10/20/1999	_____	lrb-docadmin 10/20/1999		S&L
/1	mlief 1 1/08/1999	ygeller 1 1/08/1999	mclark 1 1/08/1999	_____	lrb-docadmin 1 1/08/1999	lrb_docadmin 1 1/08/1999	

FE Sent For:

<END>

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/P1	mlief 10/19/1999	jgeller 10/20/1999	martykr 10/20/1999	=====	lrb_docadmin 10/20/1999		
FE Sent For:		<i>1 11/8 jg</i>	<i>MRC 11/8</i>	<i>MRC/JF 11/8</i>			

<END>

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1/?	mlief	1/11/20 jlg	1/10/20 km	2/6/20 km			

FE Sent For:

<END>

9/13/99 TC w/ Gregg Underheim

Bul - ASAP

- Req each sch. bd to administer an exam to incoming 5th grade kind. pupils on "phonemic awareness." (He will send me info on tests.)
- Exempt costs of administ test + reporting results from rev limit
- Each sch. dist must keep list of pupils who are at risk for reading problems (based upon phonemic awareness test) + report 3rd + 4th grade reading results of these pupils to DPI (annually)
- DPI to report results to leg. annually + to make available to public.

10/6 - Sent e-mail requesting add. info -
read by G-U on 10/6

Lief, Madelon

From: Lonergan, Sandra
Sent: Monday, October 18, 1999 6:02 PM
To: Lief, Madelon
Subject: RE: Phonemic awareness

H i Lonnie,

If I were able to read Gregg's writing I would have sent this to you sooner! Here's the info:

"The Comprehensive Test of Phonological Awareness"

We think this is right. But if you saw Gregg's handwriting you would understand. In fact, Gregg isn't sure he knows what he wrote!

**Thanks,
Sandy**

---Original Message---

From: Lief, Madelon
Sent: Wednesday, October 06, 1999 10:39 AM
To: Underheim, Gregg
Subject: Phonemic awareness

Rep. Underheim,

You called me in mid-September to request a draft that would require school boards to administer a phonemic awareness test. You mentioned that you knew of some specific tests and that you would pass this information on to me.

I completed a partial draft several weeks ago, but I need the names of the tests or a detailed description of them before I can finish the draft.

Thanks,
Lonnie Lief

Madelon J. Lief
Legislative Attorney
State of Wisconsin
Legislative Reference Bureau

madelon.lief@legis.state.wi.us
608-267-7380

Lief, Madelon

From: Lonergan, Sandra
Sent: Tuesday, October 19, 1999 9:20 AM
To: Lief, Madelon
Subject: RE: Phonemic awareness

255-9895(H)

Lonnie,
Gregg suggested that you contact Sara Tarver directly. She is an UW-Madison faculty member & is the person with whom Gregg has been working. Her phone # is 263-5791 and her email is: tarver@mail.soemadison.wisc.edu

Thanks for offering to make the contact. I appreciate the help! Please let me know if you have difficulty reaching her or have any other questions.

Thanks again,
Sandy

10/18 TC w/Sara Tarver - 2 tests - both developed

---Original Message---

From: Lief, Madelon
Sent: Tuesday, October 19, 1999 8:50 AM
To: Lonergan, Sandra
Subject: RE: Phonemic awareness

Test of Phonological Awareness -
(Torgesen) - screening tests for problems w/ reading

Sandy--

Comprehensive test of phonological processing for pupils who have been

Do you think that you would be able to verify this with someone at DPI or some other person knowledgeable about reading? I will also need some information about who administers this and how widely it is administered because if the title is inexact or if this is a generic test of which there are several variants, it may cause some confusion to use the name you have provided in a bill or people may raise some objections or concerns at a hearing.

If you would prefer for me to contact someone, I would need your permission to do so and also the name of an expert in the area. That would be fine too.

Thanks for your help.
Lonnie

to tell diff bet sounds of beg + ends of words.

Phonological awareness
memory
rapid name quotient

identified as having problems.

Madelon J. Lief
Legislative Attorney
State of Wisconsin
Legislative Reference Bureau

madelon.lief@legis.state.wi.us
608-267-7380

Phonological awareness - broader term - awareness that sound system of spoken lg can be broken down into parts
Richard Wagner
Joseph Torgesen
Carol Raschotte

Phonemic awareness - Awareness of phonemes
Tends to be more difficult for children

-----Original Message-----

From: Lonergan, Sandra
Sent: Monday, October 18, 1999 6:02 PM
To: Lief, Madelon
Subject: RE: Phonemic awareness

Hi Lonnie,

If I were able to read Gregg's writing I would have sent this to you sooner!

Here's the info:

"The Comprehensive Test of Phonological Awareness"

We think this is right. But if you saw Gregg's handwriting you would

- standardized test of phonological awareness or of processing.

FAX Cover Sheet

TO: Lonnie Lief

FAX number: 264 - 8522

Phone number: _____

Number of pages including this cover sheet: 4

This FAX was sent by: Sara Tarver

University of Wisconsin-Madison
 School of Education
 Department of Rehabilitation Psychology
 and Special Education
 432 North Murray Street, Room 127
 Madison, Wisconsin 53706-1496
 (608) 263-5860
 (608) 262-8 108 FAX

Comments: _____



TOPA

Test of Phonological Awareness

Joseph K. Torgesen and Brian R. Bryant

The Test of Phonological Awareness (TOPA) measures young children's awareness of the individual sounds in words. Children who are sensitive to the phonological structure of words in oral language have a much easier time learning to read than children who are not. The TOPA can be used to identify children in kindergarten who may profit from instructional activities to enhance their phonological awareness in preparation for reading instruction. The Early Elementary version of the TOPA can be used to determine if first- and second-grade students' difficulties in early reading are associated with delays in development of phonological awareness.

The TOPA is provided in a Kindergarten version suitable for administration any time during the kindergarten year and in an Early Elementary version suitable for first- and second-grade children. Both versions can be administered either individually or to groups of children, with group administration taking about 20 minutes. The test has been standardized on a large sample of children representative of the population characteristics reported in the US. census. The manual provides information to generate percentiles and a variety of standard scores. Internal consistency reliabilities range from .89 to .91 at different ages.



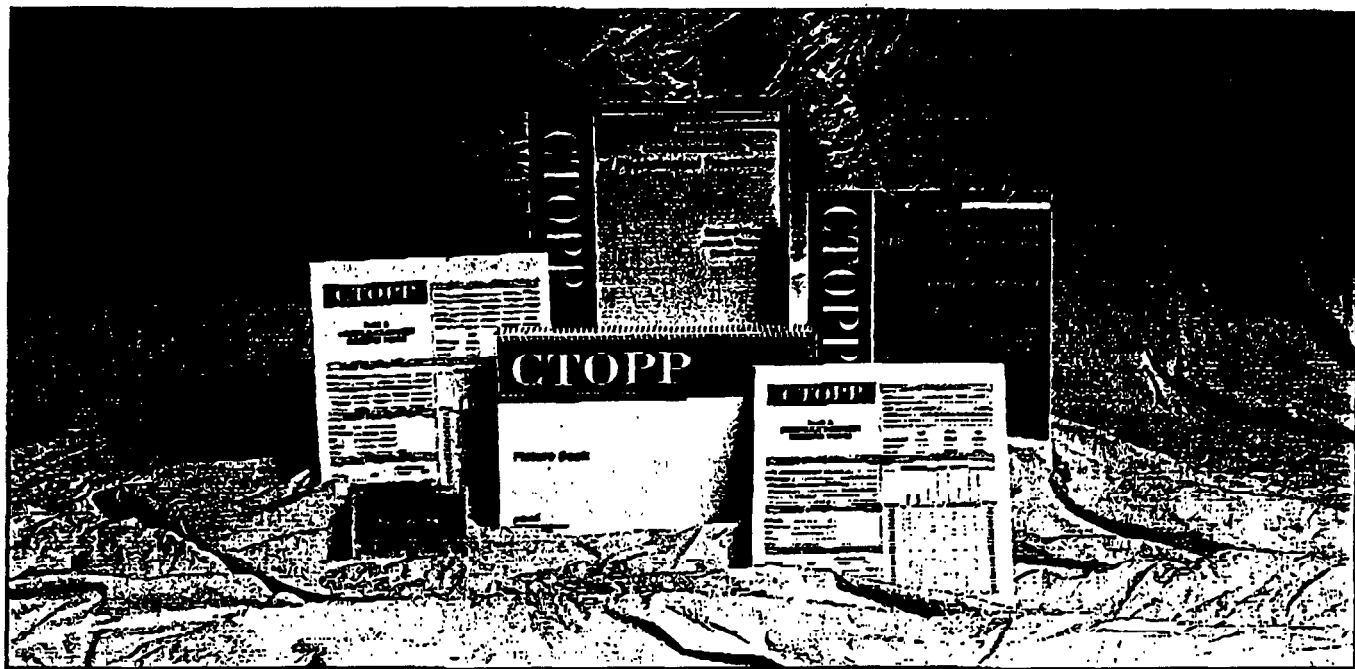
Evidence of content, predictive, and construct validity also is provided in the manual.

Complete TOPA Kit includes Examiner's Manual, 25 Student Booklets—Kindergarten, 25 Student Booklet—Early Elementary, 25 Profile/Examiner Record Forms—Kindergarten, and 25 Profile/Examiner Record Forms—Early Elementary, all in a sturdy storage box. (1994)

#6760 TOPA Complete Kit	\$143.00
#6761 TOPA Examiner's Manual	42.00
#6762 TOPA Student Booklets-Kindergarten (25)	39.00
#6763 TOPA Student Booklet+Early Elementary (25)	39.00
#6764 TOPA Profile/Examiner Record Forms-Kindergarten (25)	14.00
#6765 TOPA Profile/Examiner Record Forms-Early Elementary (25)	14.00

Reading

CTOPP


 New


pro-ed

8700 Shoal

Creek Blvd.

Austin, Texas

76757-6897

Phone

1-800

897-3202

Fax

1-800

397-7633

Comprehensive Test of Phonological Processing

Richard Wagner, Joseph Torgesen, and Carol Rashotte

- Ages: 5-0 through 24-11
- Testing Time: 30 minutes
- Administration: Individual

The Comprehensive Test of Phonological Processing (CTOPP) assesses phonological awareness, phonological memory and rapid naming. Persons with deficits in one or more of these kinds of phonological processing abilities may have more difficulty learning to read than those who do not. The CTOPP was developed to aid in the identification of individuals from kindergarten through college who may profit from instructional activities to enhance their phonological skills. Because the test battery spans such a wide range of ages, and the abilities it taps are so varied across the ages, it was necessary to develop two versions of the test. The first version, developed for individuals ages 5 and 6 (primarily kindergartners and first graders), contains seven core subtests and one supplemental test. The second version, for individuals ages 7 through 24 (persons in second grade through college), contains six core subtests and eight supplemental tests. In both versions the supplemental tests are provided to allow the examiner to more carefully assess specific phonological strengths and weaknesses. Both ver-

sions are individually administered, taking about 30 minutes to administer the core subtests.

The CTOPP has four principal uses: (a) to identify individuals who are significantly below their peers in important phonological abilities, (b) to determine strengths and weaknesses among developed phonological processes, (c) to document an individual's progress in phonological processing as a consequence of special intervention programs, and (d) to serve as a measurement device in research studies investigating phonological processing. The test contains the following subtests: Elision, Blending Words, Sound Matching, Memory for Digits, Nonword Repetition, Rapid Color Naming, Rapid Digit Naming, Rapid Letter Naming, Rapid Object Naming, Blending Nonwords, Phoneme Reversal, Segmenting Words, and Segmenting Nonwords.

CTOPP Composer

The Phonological Awareness Quotient (PAQ) measures an individual's awareness and access to the phonological structure of oral language.

The Phonological Memory Quotient (PMQ) measures the examinee's ability to code information phonologically for temporary storage in working or short-term memory.

The Rapid Naming Quotient (RNQ) measures the examinee's efficient retrieval of phonological information from long-term or permanent memory as well as the examinee's

ability to execute a sequence of operations quickly and repeatedly.

Scores Available

Percentiles, standard scores, and age and grade equivalents are provided. Percentiles are easily understood by parents and others with whom the examiner might want to share the results. Subtest standard scores have a mean of 10 and a standard deviation of 3. The Phonological Awareness, Phonological Memory, and Rapid Naming quotients have a mean of 100 and a standard deviation of 15. Age and grade equivalents show the relative standing of individuals scores.

Demographic Characteristics

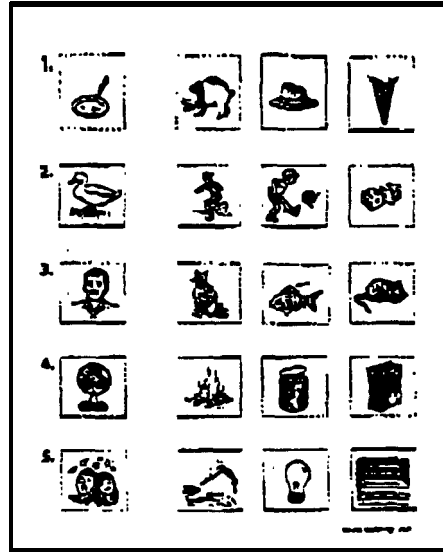
The CTOPP was normed on over 1,600 individuals ranging in age from 5 through 24 and residing in 30 states. Over half of the norming sample came from children in elementary school (through grade five), where the CTOPP is expected to have its widest use. The demographic characteristics of the normative sample are representative of the U.S. population as a whole with regard to gender, race, ethnicity, residence, family income, educational attainment of parents, and geographic regions. The sample characteristics were stratified by age and keyed to the demographic characteristics reported in the 1997 Statistical Abstract of the United States.

Statistical Characteristics

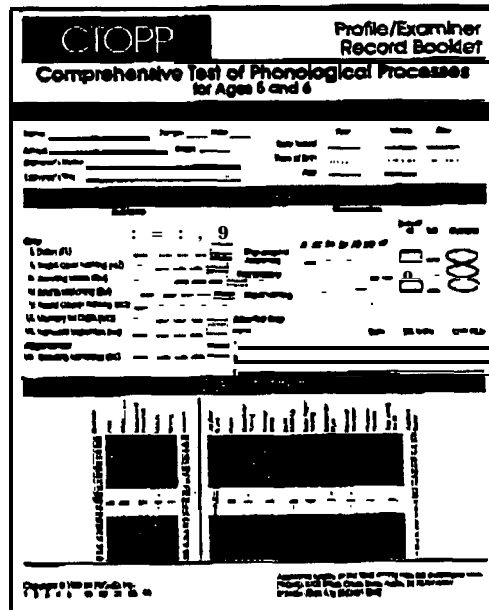
Reliability of the CTOPP was investigated using estimates of content sampling, time sampling, and scorer differences. Most of the average internal consistency or alternate forms reliability coefficients (content sampling) exceed .80. The test/retest (time sampling) coefficients range from .70 to .92. The magnitude of the coefficients reported from all the reliability studies suggests that there is limited error in the CTOPP and that examiners can have confidence in the results.

Complete CTOPP Kit includes Examiner's Manual, 25 Profile/Examiner Record Booklets for Ages 5 to 6, 25 Profile/Examiner Record Booklets for Ages 7 to 24, Picture Book, and Audiocassette, all in a sturdy storage box. (1999)

#8930 CTOPP Complete Kit	\$209.00
#8931 CTOPP Examiner's Manual	69.00
X8932 CTOPP Picture Book	29.00
#8933 CTOPP Profile/Examiner Record Booklets (Ages 5 to 6) (25)	44.00
#8934 CTOPP Profile/Examiner Record Booklets (Ages 7 to 24) (25)	54.00
#8935 CTOPP Audiocassette	18.00



A sample page from the CTOPP picture book.



Profile/Examiner Record Booklet from the CTOPP.



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78757-6897

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MSL.....

JLG

PRELIMINARY DRAFT - NOT READY FOR INTRODUCTION

D-N
Due 10/22/99
To editing 10/19

gen cat

1 AN ACT relating to: measuring a pupil's awareness of individual words in
2 sounds.

Analysis by the Legislative Reference Bureau

I will prepare an analysis for the first introducible draft.

The people of the state of Wisconsin, represented in senate and assembly, do enact as follows:

3 SECTION 1. 115.28 (45)^X of the statutes is created to read:
4 115.28 (45) REPORT ON PHONOLOGICAL AWARENESS.[✓] Annually, by September 15,
5 report by school district the results in the previous school year under s. 120.12 (27)
6 (b)[✓] to the legislature under s. 13.172 (2) and make these results available to the public
7 for inspection upon request.

8 SECTION 2. 119.04 (1)[✓] of the statutes[✓] is amended to read:
as affected by 1997 Wisconsin Act 77,

9 119.04 (1) Subchapters IV, V and VII of ch. 115, ch. 121 and ss. 66.03 (3) (c),
10 115.01 (1) and (2), 115.28, 115.31, 115.33, 115.34, 115.343, 115.345, 115.361, 115.38

1 (2), 115.45, 118.001 to 118.04, 118.06, 118.07, 118.10, 118.12, 118.125 to 118.14,
 2 118.145 (4), 118.15, 118.153, 118.16, 118.162, 118.163, 118.164, 118.18, 118.19,
 3 118.20, 118.24 (1), (2) (c)to(f), (6) and (8), 118.245, 118.255, 118.258, 118.291, 118.30
 4 to 118.43, 118.51, 118.52, 118.55, 120.12 (5) and (15) to ~~(25)~~⁷~~(26)~~, 120.125, 120.13 (l),
 5 (2) (b) to (g), (3), (14), (17) to (19), (26), (34) and (35) and 120.14 are applicable to a
 6 1st class city school district and board.

~~NOTE: NOTE: Sub. (1) is shown as affected by four acts of the 1997 legislature and as merged by the revisor under s. 13.93 (2) (c). NOTE:~~

~~History: 1971 c. 152 s. 38; 1971 c. 154 s. 80; 1973 c. 89 s. 20 (1); 1973 c. 90; 1973 c. 188 s. 6; 1973 c. 243, 254, 290, 307, 333; 1975 c. 39, 41, 95, 220, 379, 395, 422; 1977 c. 29; 1977 c. 203 s. 106; 1977 c. 206, 284, 447; 1979 c. 20; 1979 c. 34 s. 2102 (43) (a); 1979 c. 221, 298, 331; 1979 c. 346 s. 15; 1979 c. 355; 1981 c. 59; 1981 c. 241 s. 4; 1983 a. 193; 1983 a. 339 s. 10; 1983 a. 374 s. 12; 1983 a. 412, 489, 538; 1985 a. 29 s. 3202 (43); 1985 a. 56 s. 43; 1985 a. 214 s. 4; 1985 a. 225, 332; 1987 a. 27, 187, 285, 386, 403; 1989 a. 31, 120, 121, 122, 201, 209, 359; 1991 a. 39, 42, 189, 269; 1993 a. 16, 334, 377, 491; 1995 a. 27, 225; 1997 a. 27, 77, 113, 240, 252, 335; s. 13.93 (2) (c).~~

SECTION 3. 120.12 (27) of the statutes is created to read:

120.12 (27) PHONOLOGICAL AWARENESS. Do all of the following:

(a) Annually, by September 15, administer to each pupil enrolled in a 5-year-old kindergarten program a standardized test that measures a pupil's awareness of individual sounds in words.

(b) Annually, by June 30, report to the department the results on the examination under s. 121.02 (1) (r) and the results on the reading portion of the examination under s. 118.30 (1m) for those pupils whose score on the test under par.

(a) shows that they are at risk for developing reading problems.

(END)

**DRAFTER'S NOTE
FROM THE
LEGISLATIVE REFERENCE BUREAU**

LRB-3599/P1dn

MJL:n...

JLg

1. It is my understanding, after discussing the bill proposal with Sara Tarver, that you want school districts to administer the screening test of phonological awareness and not the comprehensive test of phonological processing. Because the test of phonological awareness is a generic test, Ms. Tarver recommended that I use the term "standardized" when describing it. You may wish to have DPI determine by rule what a standardized test means.

2. You may also want to consider requiring DPI to administer the test to ensure uniformity. If so, you may wish to consider appropriating money for this purpose. If you decide to have DPI simply report the results of the test to the legislature, as it is required to do in this draft, you may wish to increase the appropriation under s. 20.255 (1) (a) to cover the reporting costs.

3. Under this draft, school boards must administer the test. Do you want to exempt from the revenue limits the costs of administering the test?

Madelon J. Lief
Legislative Attorney
Phone: (608) 267-7380

**DRAFTER'S NOTE
FROM THE
LEGISLATIVE REFERENCE BUREAU**

LRB-3599/P1dn
MJL:jlg:km

October 20, 1999

1. It is my understanding, after discussing the bill proposal with Sara Tarver, that you want school districts to administer the screening test of phonological awareness and not the comprehensive test of phonological processing. Because the test of phonological awareness is a generic test, Ms. Tarver recommended that I use the term "standardized" when describing it. You may wish to have DPI determine by rule what a standardized test means.
2. You may also want to consider requiring DPI to administer the test to ensure uniformity. If so, you may wish to consider appropriating money for this purpose. If you decide to have DPI simply report the results of the test to the legislature, as it is required to do in this draft, you may wish to increase the appropriation under s. 20.255 (1) (a) to cover the reporting costs.
3. Under this draft, school boards must administer the test. Do you want to exempt from the revenue limits the costs of administering the test?

Madelon J. Lief
Legislative Attorney
Phone: (608) 267-7380



PRELIMINARY DRAFT - NOT READY FOR INTRODUCTION

D-N

Reger

1 AN ACT to amend 119.04 (1); and to create 115.28 (45) and 120.12 (27) of the
2 statutes; relating to: measuring a pupil's awareness of individual words in
3 sounds, and school district revenue limits ✓

INSERT ANALYSIS ✓ Analysis by the Legislative Reference Bureau
I will prepare an analysis for the first introducible draft.

The people of the state of Wisconsin, represented in senate and assembly, do enact as follows:

4 SECTION 1. 115.28 (45) of the statutes is created to read:
5 115.28 (45) REPORT ON PHONOLOGICAL AWARENESS. Annually, by September 15,
6 report by school district the results in the previous school year under s. 120.12 (27)
7 (b) to the legislature under s. 13.172 (2) and make these results available to the public
8 for inspection upon request.

9 SECTION 2. 119.04 (1) of the statutes, as affected by 1997 Wisconsin Act 77, is
10 amended to read:

1 119.04 (1) Subchapters IV, V and VII of ch. 115, ch. 121 and ss. 66.03 (3) (c),
2 115.01 (1) and (2), 115.28, 115.31, 115.33, 115.34, 115.343, 115.345, 115.361, 115.38
3 (2), 115.45, 118.001 to 118.04, 118.06, 118.07, 118.10, 118.12, 118.125 to 118.14,
4 118.145 (4), 118.15, 118.153, 118.16, 118.162, 118.163, 118.164, 118.18, 118.19,
5 118.20, 118.24 (1), (2) (c) to (f), (6) and (8), 118.245, 118.255, 118.258, 118.291, 118.30
6 to 118.43, 118.51, 118.52, 118.55, 120.12 (5) and (15) to ~~(25)~~ (27), 120.125, 120.13 (l),
7 (2) (b) to (g), (3), (14), (17) to (19), (26), (34) and (35) and 120.14 are applicable to a
8 1st class city school district and board.

9 **SECTION 3.** 120.12 (27) of the statutes is created to read:

10 120.12 (27) **PHONOLOGICAL AWARENESS.** Do all of the following:

11 (a) Annually, by September 15, administer to each pupil enrolled in a
12 5-year-old kindergarten program a standardized test that measures a pupil's
13 awareness of individual sounds in words.

14 (b) Annually, by June 30, report to the department the results on the
15 examination under s. 121.02 (1) (r) and the results on the reading portion of the
16 examination under s. 118.30 (lm) for those pupils whose score on the test under par.

17 (a) shows that they are at risk for developing reading problems.

(END)

18
Insert 2-18 →

INSERT ANALYSIS

✓ This bill requires a school board to administer to each pupil enrolled in a &year-old kindergarten program a standardized test that measures the pupil's awareness of individual sounds in words, (phonological awareness test) and to report to the department of public instruction (DPI) the results on the third grade reading examination and the reading portion of the fourth grade assessment for those pupils whose score on the phonological awareness test shows that they, are at risk for developing reading problems. The bill also requires DPI to report the results of the phonological awareness test by school district to the legislature and to make these results available to the public.

X Current law generally limits the increase in the total amount of revenue that a school district may receive from general school aids and property taxes to approximately \$212 per pupil in the 1999-2000 school year and, in subsequent school years, to the amount of revenue increase allowed per pupil in the previous school year increased by the percentage change in the consumer price index. ~~Several exceptions exist.~~ This bill increases a school district's revenue limit by amount equal to the administrative and reporting costs of the phonological awareness test. (an)

For further information see the **state and local** fiscal estimate, which will be printed as an appendix to this bill.

INSERT 2-18

SECTION 1. 121.91 (4) (h) of the statutes is created to read:

121.91 (4) (h) The limit otherwise applicable to a school district's revenue under sub. (2m) in any school year is increased by an amount equal to the administrative and reporting costs of the phonological awareness test under s. 120.12 (27).

SECTION 2. Effective date.

(1) This act takes effect on July 1, 2001.

**DRAFTER'S NOTE
FROM THE
LEGISLATIVE REFERENCE BUREAU**

359/1
MJD:dn

MJD:dn

JLg

This bill has a delayed effective date of July 1, 2001. Also, as we discussed, the administrative costs of the phonological test are exempt from the revenue limits.

and reporting

✓ under this bill

Madelon J. Lief
Legislative Attorney
Phone: (608) 267-7380

DRAFTER'S NOTE
FROM THE
LEGISLATIVE REFERENCE BUREAU

LRB-3599/1dn
MJL:jlg:mrc

November 8, 1999

This bill has a delayed effective date of July 1, 2001. Also, as we discussed, the administrative and reporting costs of the phonological test are exempt from the revenue limits under this bill.

Madelon J. Lief
Legislative Attorney
Phone: (608) 267-7380