

## Appendices

**Appendix A Ujian Saringan Bacaan Bahasa Malaysia  
Teacher's Instructions**

**ARAHAN KEPADA GURU**

*(Salinan Guru m/s 1)*

**UJIAN SARINGAN BACAAN BAHASA MALAYSIA - DARJAH DUA**

**Ujian ini dibahagikan kepada TIGA bahagian.**

**Bahagian Pertama / Kefahaman Lisan**

Ujian secara lisan akan diberi kepada murid-murid oleh guru kelas masing-masing. Baca petikan dan soalan (Seksyen A) DUA kali sahaja. Baca

perkataan (Seksyen B - D) DUA kali sahaja juga. Murid-murid diminta mendengar kemudian menulis jawapan di atas kertas yang disediakan.

**Bahagian Kedua / Kemahiran Dekoding & Suku Kata  
& Bahagian Ketiga / Kefahaman Bacaan :**

Ujian bacaan secara senyap. Guru diminta membacakan arahan soalan Bahagian Kedua dan Ketiga sekali sahaja sebelum murid mulakan sendiri. Kemudian, murid diarahkan membaca sendiri dan menjawab soalan di atas kertas yang disediakan secara bersendirian. Murid-murid yang telah habis menjawab soalan, diminta senyap dan menunggu murid-murid lain menamatkan ujian mereka.

Terima kasih atas kerjasama yang diberikan.

\*\*\*\*\*

**Maklumat Kelas :**

1. Sila tetapkan masa memulakan ujian \_\_\_\_\_
2. Sila tetapkan masa murid pertama menghabiskan ujian \_\_\_\_\_
3. Sila tetapkan masa murid (yang boleh) terakhir menghabiskan ujian \_\_\_\_\_
4. Bilangan murid yang tidak boleh habiskan ujian \_\_\_\_\_
5. Bilangan murid dalam kelas \_\_\_\_\_
6. Kelas No. /Nama \_\_\_\_\_ Darjah 2 \_\_\_\_\_
7. Nama Guru Kelas \_\_\_\_\_

(Salinan Guru m/s 2)

**BAHAGIAN SATU : EJAAN DAN KEFAHAMAN  
SECARA LISAN**

**A. MERANGKUM KEMAHIRAN MENDENGAR DAN  
BERTURTUR DALAM BACAAN**

**Arahan kepada Guru :** Guru baca petikan kepada murid darjah kemudian murid jawap soalan yang ditanya oleh guru. Murid tulis jawapan atas kertas yang desediakan.

\* \* \* \* \*

**MEMBERSIKHKAN BILIK DARJAH**

Hari ini Salmah, Rajoo dan Chong Lee datang lebih awal ke sekolah. Hari ini giliran mereka membersihkan bilik darjah.

Salamah membersihkan papan hitam. Chong Lee menyapu sampah dengan penyapu. Rajoo pula meluruskan meja. Meja dan kerusi diatur lurus. Bilik darjah mereka bersih dan kemas. Cikgu suka melihat bilik darjah yang bersih dan kemas.

- 1. Salmah membersihkan apa?**
  
- 2. Chong Lee menyapu sampah dengan apa?**
  
- 3. Siapakah yang meluruskan meja?**
  
- 4. Siapakah yang suka melihat bilik darjah yang bersih dan kemas?**

**MARKAH \_\_\_ / 4**

(Salinan Guru m/s 3)

**B. BACAAN LISAN - MENGENAL PERKATAAN KV + KV**

Arahan kepada Guru :

Guru baca perkataan kepada murid kemudian murid tulis/eja perkataan atas kertas yang desediakan. Baca secara lisan perkataan dibawa.

- |         |         |
|---------|---------|
| 1. cuba | 5. jari |
| 2. padi | 6. pipi |
| 3. ciku | 7. roda |
| 4. gigi | 8. sudu |

**MARKAH \_\_\_\_ /8**

**C. BACAAN LISAN - MENGENAL PERKATAAN KV + KVK**

- |          |          |
|----------|----------|
| 1. papan | 5. jiran |
| 2. lisan | 6. halal |
| 3. comel | 7. tapak |
| 4. zaman | 8. kapak |

**MARKAH \_\_\_\_ /8**

**D. BACAAN LISAN - MENGENAL PERKATAAN KVK + KVK**

- |           |           |
|-----------|-----------|
| 1. nampak | 5. contoh |
| 2. sempat | 6. bantal |
| 3. simpan | 7. bandar |
| 4. rendah | 8. kantin |

**Markah \_\_\_\_ /8**

(Sambungan Bahagian Dua - lihat salinan murid)

Appendix B - Ujian Saringan Bacaan Bahasa Malaysia

**UJIAN SARINGAN BACAAN BAHASA MALAYSIA**

**Peringkat Pertama**

**Secara Ujian Kumpulan oleh Guru Kelas**

NAMA \_\_\_\_\_

KELAS \_\_\_\_\_

TARIKH \_\_\_\_\_

UMUR \_\_\_\_\_

**BAHAGIAN SATU : EJAAN DAN KEPERLUAN SECARA LISAN****A. MENDENGAR DAN BERTURTUR DALAM BACAAN**

*Arahan kepada Murid : Guru baca petikan kepada murid. Murid mendengar, kemudian jawab soalan yang ditanya oleh guru. Murid tulis jawapan di bawa.*

• • • • |

**MEMBERSIHKAN BILIK DARJAH**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

MARKAH \_\_\_ / 4

**B. BACAAN LISAN - MENGENAL PERKATAAN**

*Arahan kepada Murid : Guru akan baca perkataan kepacca murid. Kemudian murid tulis/eja perkataan dibawa.*

- |          |          |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

MARKAH \_\_\_ / 8

2.

**C. BACAAN LISAN - MENGENAL PERKATAAN**

Arahan kepada Murid : Guru akan baca perkataan kepada murid. kemudian murid tulis/eja perkataan dibawa.

1. \_\_\_\_\_

5. \_\_\_\_\_

2. \_\_\_\_\_

6. \_\_\_\_\_

3. \_\_\_\_\_

7. \_\_\_\_\_

4. \_\_\_\_\_

8. \_\_\_\_\_

MARKAH \_\_\_ /8

**D. BACAAN LISAN - MENGENAL PERKATAAN**

Arahan kepada Murid : Guru akan baca perkataan kepada murid. kemudian murid tulis/eja perkataan dibawa.

1. \_\_\_\_\_

5. \_\_\_\_\_

2. \_\_\_\_\_

6. \_\_\_\_\_

3. \_\_\_\_\_

7. \_\_\_\_\_

4. \_\_\_\_\_

8. \_\_\_\_\_

MARKAH \_\_\_ /8

3.

**BAHAGIAN DUA : EJAAN DAN KEFAHAMAN SECARA UJIAN MENULISAN**

A. Arahan kepada murid : Lihat gambar dan menulis nama gambar.

1. b \_\_\_\_\_



4. d \_\_\_\_\_



2. m \_\_\_\_\_



5. l \_\_\_\_\_



3. s \_\_\_\_\_



6. c \_\_\_\_\_



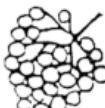
MARKAH \_\_\_ / 6

B. Arahan kepada murid : Lengkapkan perkataan-perkataan di bawah.

1. p i \_ g \_ a n



4. \_ n g g u \_



2. m \_ n g g i \_



5. \_ a n \_ \_ u l



3. \_ o n g \_ o k



6. p i \_ a u



MARKAH \_\_\_ / 6

C. Arahan kepada murid : Isi tempat kosong dengan huruf yang perlu.

1. \_ l a r



4. \_ k a n



2. \_ p i



5. \_ k o r



3. \_ n a m



6. \_ k a r



MARKAH \_\_\_ / 6

4.

D. Arah: Isi tempat kosong dengan huruf yang betul.

1. \_ u m a h



4. g e \_ a s



2. \_ a p a n



5. l a \_ p u



3. \_ o k o k



6. \_ o t o l



MARKAH \_\_\_ / 6

E. Murid mengisi tempat kosong dengan suku kata yang betul.

1. ram \_ tan

pu / bu



2. tem \_ kai

bu / bi



3. pen ya \_

pu / pa



4. \_ langi

pa / pe



5. al \_ ri

ma / na



6. zi \_ fah

la / ra



MARKAH \_\_\_ / 6

5.

F. Arahuan kepada murid : Kumpulkan perkataan yang bermula dengan b, d dan p didalam rumah yang sama.

pintu	penyu	diri
paku	biru	baldi
bola	pokok	dapur
duta	bilik	duku
B	D	P
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____

MARKAH \_\_\_ / 12

G. Suaikan nombor dengan perkataan yang sama.

tiga lima sembilan dua enam satu tujuh empat sepuluh lapan

10 3 6 4 9 1 8 2 7 5

MARKAH \_\_\_ / 10

6.

- Arahan kepada murid : Suaikan dua suku kata supaya menjadi satu perkataan.

Kumpulan 1

bu	da
ro	bi
ho	ru
gu	ku

Kumpulan 2

ka	kir
fi	tuk
da	kit
bu	wan

MARKAH \_\_\_ / 8

Kumpulan 3

tan	tas
pon	duk
ban	pul
rum	dok
ker	tal
kum	put

Kumpulan 4

lem	ta
bal	da
gar	bu
ham	di
har	ba
ben	pu

MARKAH \_\_\_ / 12

**BAHAGIAN TIGA : KEFAHAMAN BACAAN**

A. Baca cerita untuk mendapat tahu cara monyet dapat makan mangga.

Pada suatu hari, ada seekor monyet yang berasa lapar. Monyet ternampak sebatang pokok mangga di seberang sungai. Monyet teringin makan mangga itu tetapi dia tidak tahu berenang.

Monyet mendapat satu akal, lalu dia memanggil semua buaya dalam sungai supaya beratur. Monyet mengira buaya-buaya itu satu persatu. Bila sampai di seberang, Monyet terus ketawa kerana berjaya menipu buaya.

*Arahan kepada murid : Jawabkan soalan yang berikut.*

1. Apakah maksud perkataan seberang ?

---

2. Monyet nampak apa di seberang sungai ?

---

3. Kenapa monyet tipu buaya buaya?

---

4. Bagaimana monyet sampai ke seberang sungai ?

---

5. Apakah tajuk yang sesuai untuk cerita ini?

---

MARKAH \_\_\_ /5

B. Baca cerita untuk mendapat tahu kenapa Sang Kancil menipu harimau

B.

Pada suatu hari Sang Kancil sedang berjalan - jalan. Tiba di sebatang pokok Sang Kancil berhenti. Dia lihat ada sarang lebah. Tiba - tiba seekor harimau menerkam hendak membunuhnya. Sang Kancil berkata kepada harimau itu dia ditugaskan menjaga "gong raja". Harimau berasa gembira bila mendengar hal itu. Dia tidak sabar lagi hendak mendengar bunyi gong raja itu. Sang Kancil beredar dari situ untuk meminta kebenaran dari raja. Harimau pun terus memukul gong raja itu. Lebah-lebah keluar dan terus menyengat harimau. Harimau sedar dirinya telah ditipu.

Arahan kepada murid : jawabkan soalan yang berikut.

1. Apakah tajuk yang sesuai untuk cerita ini?

---

2. Sang Kancil lihat apa di atas pokok?

---

3. Kenapa Sang Kancil mengajar harimau menjaga "gong raja" ?

---

4. Setelah harimau memukul "gong" apakah yang terjadi?

---

5. Apakah maksud "menerkam" ?

MARKAH \_\_\_\_\_ / 5

## Appendix C - Score summary for the USBBM

NAMA \_\_\_\_\_ KELAS \_\_\_\_\_

## USBBM - JADUAL PENENTU UJIAN

BAHAGIAN SATU

UJIAN KEFAHAMAN	_____ %	A. _____ / 4
UJIAN EJAAN LISAN	_____ %	B. _____ / 8
		C. _____ / 8
		D. _____ / 8

JUMLAH BAHAGIAN SATU \_\_\_\_\_ % \_\_\_\_\_ /28

BAHAGIAN DUA

## EJAAN DAN KEFAHAMAM SECARA UJIAN MENULISAN

## DEKODING

A. KONSONAN & VOKAL (konsonan awal diberi)	_____ / 6
B. KONSONAN & VOKAL	_____ / 6
C. VOKAL	_____ / 6
D. KONSONAN	_____ / 6
E. SUKU KATA	_____ / 6
JUMLAH	_____ % /30

## KENALAN PERKATAAN

F. BERBEZAAN KONSONAN AWAL	_____ /12
G. KENALAN NOMBOR	_____ /10
H. SAMBUNGAN SUKU KATA KV + KV	_____ / 4
	KV + KVK
I. SAMBUNGAN SUKU KATA KV + KVK	_____ / 6
	KVK + KV
JUMLAH	_____ % /42

## KEFAHAMAN BACAAN

A. SOALAN KEFAHAMAN	_____ / 5
B. SOALAN KEFAHAMAN	_____ / 5

JUMLAH BAHAGIAN 3 \_\_\_\_\_ % \_\_\_\_\_ / 10  
JUMLAH BAHAGIAN 1-2 \_\_\_\_\_ % \_\_\_\_\_ /100

JUMLAH BESAR ANALISA PERKATAAN	_____ / 100	_____ betul	_____ % salah
JUMLAH BESAR KEFAHAMAN	_____ / 10	_____ betul	_____ % salah

**Appendix D - Translation of English/Bahasa Malaysia terms**

<b>Section one - oral test</b>	
1.	Oral comprehension test
2.	Oral spelling test
<b>Section two - written test</b>	
3.	Written spelling and comprehension
4.	Decoding
	A. Consonant (K) & vowel (V) - first consonant given
	B. Consonant & vowel
	C. beginning vowel
	D. Consonant
	E. Syllables
5.	Word knowledge
	F. Word knowledge /beginning consonant given
	G. Differentiating beginning consonants
	H. Knowledge of number concepts
	I. Joining syllables kv + kv , kv + kvk
	J. Joining syllables kvk + kvk, kvk + kv
<b>Section three - Reading comprehension</b>	
6.	A. Comprehension questions
	B. Comprehension questions

Key : K = Consonant V = vowel

Figure 2. Skills tested in the USBBM (in Bahasa Malaysia) (p. 32)

<b>Letter knowledge</b>	<b>Syllable knowledge</b>	<b>Comprehension</b>
alphabet letters	KV+KV joined syllables	Bloom Taxonomy:
joined consonants	KVK+KVK joined syllables	Main idea
joined vowels	KV syllables	Story details
Consonants	KVK syllables	Sub- ideas
consonant blends	prefixes	
final consonants	suffixes	
beginning blends		

Figure 3. Skills tested in the UDBBM (p. 33)

Appendix E - Ujian Diagnostik Bacaan Bahasa Malaysia

### Bahagian 1

Baca suku kata yang berikut.

ba	pa	bo	po
ri	li	ti	si
do	to	bo	ro
sa	se	su	ci
fa	ta	gi	ji

### Bahagian 2

Baca perkataan yang berikut.

baja	baju	bali	batu
buku	bulu	cara	ciri
diri	dari	guru	gula
kayu	kaya	lari	lori
padi	pada	bibi	pipi

### Bahagian 3

Baca perkataan yang berikut.

bandar	bantal	contoh	cendol
dengan	dungun	kembar	kuntum
lembah	lompak	pindah	pantun
pintas	pentas	sampah	sampan

### Bahagian 4

Bacaan parkataan - Baca perkataan yang berikut.

angsa	angkat	baldi
bangku	bengkel	hanya
mangga	nangka	nyamuk
nyonya	penyu	songkok
tongkat	tangga	undang

## Bahagian 5

Bacaan perkataan "nonsense" -

Walaupun perkataan ini bukan perkataan betul, adik cuba bacakan dengan betul perkataan yang berikut.

fita	futa
gadu	gona
hipu	haba
juno	jota
kupas	kitan
lumdan	lentan
minton	marpas
tenton	tadbit
belapu	biluda
colati	cilitu
datuni	dodida
empika	enuna

## Bahagian 6

Bacaan ayat - Baca ayat-ayat berikut dengan betul.

1. Mei Ling suka melukis.
- 2 .Nama kucing Nadia ialah Comel.
3. Kakak sedang membasuh pinggan mangkuk.
4. Layang-layang mereka terbang sangat tinggi.
5. Fauzi memanjat pokok dan memetik mangga yang sudah masak.

## Bahagian 7

7.1 Bacaan - Baca petikan yang berikut dengan betul.

Adik saya ada basikal.

Basikalnya berwarna biru.

Adik suka naik basikal.

Dia pergi ke rumah kawan.

7.2 Baca petikan yang berikut dengan betul. Lepas tamat baca, cikgu hendak tanya soalan dan adik cuba berikan jawapan.

7.2 Ahmad suka pergi ke Zoo Negara dengan ibubapanya. Di sana, terdapat banyak binatang. Ada zirafah, gajah, kuda belang, monyet dan lain-lain lagi. Binatang yang Ahmad paling suka ialah burung tiong sebab ia boleh bercakap.

7.3 Baca petikan yang berikut dengan teliti. . Lepas tamat baca, cikgu akan tanya soalan dan adik cuba berikan jawapan. “

Setiap pagi van akan datang ke rumah Lina. Ia membawa Lina pergi ke sekolah. Van itu berwarna biru dan merah. Dia suka menaiki van ini. Ramai kawan-kawannya menaiki van ini bersama Lina.

**Appendix F - Score sheet for UDBBM  
UDBBM Kertas Skor**

Nama Murid \_\_\_\_\_ Kelas \_\_\_\_\_ Tarikh Ujian \_\_\_\_\_  
 Masa mula \_\_\_\_\_ Masa tamat \_\_\_\_\_

**Bahagian 1****Bacaan - Membaca sukakata KV**

Cikgu menyuruh murid : "Baca suku kata yang berikut."

Skor:

						<b>TOTAL</b>
Mispronunciations	Substitutions	Refusals	Additions	Omissions	Reversals	Comprehension
i						Errors
						Time

**Catatan:**

ba	pa	bo	po
ri	li	ti	si
do	to	bo	ro
sa	se	su	ci
fa	ta	gi	ji

**Bahagian 2****Bacaan - Membaca perkataan KV + KV**

Cikgu menyuruh murid : "Baca perkataan yang berikut."

Skor:

						<b>TOTAL</b>
Mispronunciations	Substitutions	Refusals	Additions	Omissions	Reversals	Comprehension
						Errors
						Time

**Catatan:**

baja	baju	bali	batu
buku	bulu	cara	ciri
diri	dari	guru	gula
kayu	kaya	lari	lori
padi	pada	bibi	pipi

**Bahagian 3****Bacaan - Membaca perkataan KVK - KVK***Cikgu menyuruh murid : "Baca perkataan yang berikut."*

Skor:

						<b>TOTAL</b>
Mispronunciations	Substitutions	Refusals	Additions	Omissions	Reversals	Comprehension
						Errors
						Time

**Catatan:**

bandar	bantal	contoh	cendol
dengan	dungun	kembar	kuntum
lembah	lompak	pindah	pantun
pintas	pentas	sampah	sampan

**Bahagian 4****Bacaan - Membaca perkataan dengan dua KK bersama.**

(ie : KKV + KV, VK + KKVK, VK + KVK, VKK + KVK, etc....)

*Cikgu menyuruh murid : "Baca perkataan yang berikut."*

Skor:

						<b>TOTAL</b>
Mispronunciations	Substitutions	Refusals	Additions	Omissions	Reversals	Comprehension
						Errors
						Time

**Catatan:**

angsa	angkat	baldi
bangku	bengkel	hanya
mangga	nangka	nyamuk
nyonya	penyu	songkok
tongkat	tangga	undang

**Bahagian 5****Bacaan - Membaca perkataan nonsense**

KV + KV, KV + KVK, KV + KV + KV

Perkataan "nonsense" Cikgu menyuruh murid : " Walaupun perkataan ini bukan perkataan betul, adik cuba bacakan dengan betul perkataan yang berikut."

Skor:

Mispronunciations	Substitutions	Refusals	Additions	Omissions	Reversals	<b>TOTAL</b>
						Comprehension
						Errors
						Time

**Catatan:**

fita	futa	kupas	kitan	belapu	biluda
gadu	gona	lumdan	lentan	colati	cilitu
hipu	haba	minton	marpas	datuni	dodida
juno	jota	tenton	tadbit	empika	enuna

**Bahagian 6****Bacaan ayat - Baca ayat-ayat berikut dengan betul.**

Skor:

Mispronunciations	Substitutions	Refusals	Additions	Omissions	Reversals	<b>TOTAL</b>
						Comprehension
						Errors
						Time

**Catatan:**

1. Mei Ling suka melukis.
2. Nama kucing Nadia ialah Comel.
3. Kakak sedang membasuh pinggan mangkuk.
4. Layang-layang mereka terbang sangat tinggi.
5. Fauzi memanjat pokok dan memetik mangga yang sudah masak.

**Bahagian 7****Bacaan - Baca petikan yang berikut dengan betul.**

7.1 Cikgu ambil perhatian dan kira beberapa kesilapan murid di dalam kotak. Cakap dengan murid : "Baca petikan yang berikut dengan betul."

Skor:

Mispronunciations	Substitutions	Refusals	Additions	Omissions	Reversals	<b>TOTAL</b>
						Comprehension
						Errors
						Time

**Catatan:**

Adik saya ada basikal.  
Basikalnya berwarna biru.  
Adik suka naik basikal.  
Dia pergi ke rumah kawan.

*7.2 Cikgu sebut kepada murid: : "Baca petikan yang berikut dengan betul. Lepas tamat baca, cikgu akan tanya soalan dan adik cuba berikan jawapan. "*

Skor:

						<b>TOTAL</b>
Mispronunciations	Substitutions	Refusals	Additions	Omissions	Reversals	Comprehension
						Errors
						Time

**Catatan:**

*7.2 Ahmad suka pergi ke Zoo Negara dengan ibubapanya. Di sana, terdapat banyak binatang.*

*Ada zirafah, gajah, kuda belang, monyet dan lain-lain lagi. Binatang yang Ahmad paling suka ialah burung tiong sebab ia boleh bercakap.*

**Soalan-soalan 2**

- (a) Ahmad suka pergi ke mana?
- (b) Dia pergi dengan siapa?
- (c) Ahmad dilihat apa di sana?
- (d) Apa yang Ahmad paling suka di zoo?

*7.3 Cikgu sebut kepada murid: : "Baca petikan yang berikut dengan betul. Lepas tamat baca, cikgu hendak tanya soalan dan adik cuba berikan jawapan. "*

Skor:

						<b>TOTAL</b>
Mispronunciations	Substitutions	Refusals	Additions	Omissions	Reversals	Comprehension
						Errors
						Time

**Catatan:**

*7.3 Setiap pagi van akan datang ke rumah Lina. Ia membawa Lina pergi ke sekolah. Van itu berwarna biru dan merah. Dia suka menaiki van ini. Ramai kawan-kawannya menaiki van ini bersama Lina.*

**Soalan-soalan 3**

- (a) Lina naik apa pergi ke sekolah?
- (b) Bila van datang ke rumah?
- (c) Van bewarna apa?
- (d) Lina jumpa siapa dalam van?

## Appendix G - Reporting record for UDBBM

(Ujian secara lisan)  
BORANG RUMUSAN KEUPAYAN MURID

NAMA _____	TARIK UJIAN _____	MARCH/ April 1999
KELAS _____	SIAPA BERI UJIAN _____	Virginia L. Kime-Wan Zaid M. Ed. Psych. Univ Malaya (PGA 97077)
TARIK LAHIR _____	TANDATANGAN _____	
NO. TELEFON (R) _____	TAHAP BACAAN _____	TB Bebas TB Pengajaran TB Kecewa
(K) _____	TAHAP KEFAHAMAN _____	%
<p>Kelamahan dan kekuatan dengan kenalan huruf (komen) :</p> <p>Keupayan yang murid <b>TIDAK</b> berjaya kenali :</p> <ul style="list-style-type: none"> <li>_____ huruf abjad</li> <li>_____ huruf awal</li> <li>_____ huruf sambung</li> <li>_____ huruf akhir</li> <li>_____ suku kata KV</li> <li>_____ imbuhan awal</li> <li>_____ huruf konsonan</li> <li>_____ suku kata KVK</li> <li>_____ imbuhan akhir</li> <li>_____ konsep nombor</li> <li>_____ huruf tak tentu</li> </ul>		
<p>Kelamahan dan kekuatan dengan kenalan suku kata (komen) :</p> <p>Keupayan yang murid <b>TIDAK</b> berjaya kenali :</p> <ul style="list-style-type: none"> <li>_____ huruf abjad</li> <li>_____ huruf awal</li> <li>_____ huruf sambung</li> <li>_____ huruf akhir</li> <li>_____ suku kata KV</li> <li>_____ imbuhan awal</li> <li>_____ huruf konsonan</li> <li>_____ suku kata KVK</li> <li>_____ imbuhan akhir</li> <li>_____ konsep nombor</li> <li>_____ huruf tak tentu</li> </ul>		

Bahagian 1 : Mengenalan Suku kata : Nombor &amp; genis kesilapan:

Salah sebutan	Meng-ganti	Enggan Menyebut	Memasuk - kan	Mening-galkan	Membalik salah	Jumlah salah	% betul	Masa	Komen :
					/ 20				

Bahagian 2 - 5 : Mengenal perkataan : Nombor &amp; genis kesilapan:

Jenis perkataan	Salah sebutan	Meng-ganti	Enggan Menyebut	Memasuk - kan	Mening-galkan	Membalik salah	Jumlah salah	% betul	Masa	Komen :
2. KV + KV								/ 20		
3. KVK + KVK								/ 16		
4. Variasi								/ 15		
5. "Nonsense"								/ 24		
Jumlah								/ 75	m s	perk/minit (ppm) saat=

Kadar Bacaan = # perkataan / masa (saat) x 60/1 = / x 60/1 = 9 - 16 kcsilapan : TB Pengajaran 17 + kesilapan : TB Pengajaran \* - 8 ke bawa kesilapan : Trafap Bacan (TB) Bebas

Bahagian 6 - 7.2 : Bacaan & Kefahaman petikan : Nomhor & genis kesilapan:

Kefahaman	Salah sebutan	Meng-ganti	Enggan menyebut	Menasutkan	Mening-galkan	Membalik	Jumlah salah	% betul	Masa	Komen :
6. Bacaan ayat								/ 29		
7.1. Bacaan petikan								/ 16		
7.2. Bacaan petikan								/ 35		
7.3. Bacaan petikan								/ 33		
Jumlah										
Kadar Bacaan = # perkataan / masa (saat) x 60/1 =			/	x 60/1 =			/ 113	perk/munit (ppm)	saat (= m s)	

\* - 11 kc bawa kesilapan : Tahap Bacaan (TB) Bebas      12 - 22 kcsilapan : TB Pengajaran      23 + kesilapan : TB Keceewa

Kefahaman yang murid TIDAK berjaya kenal :

7.2 / 4	(95% + = TBB)	Ide Pokok
7.3 / 4	(75% += TBP)	Turutan Cerita
Jumlah / 8	(- 74% = TBK)	Butiran

#### SKOR Ujian Saringan Bacaan B.M. (USBBM)

Lisan : Ejaan \_\_\_\_\_ / 24 % Kefahaman \_\_\_\_\_ / 4 %  
 Senyap: Bacuan \_\_\_\_\_ / 72 % Kefahaman \_\_\_\_\_ / 10 %

Skor RAVEN's CPM (IQ)  
 Umur \_\_\_\_\_ / 36 thn \_\_\_\_\_ bulan %

Komen atas masalah bacaan seluruhnya :

Untuk kembangkan bacaan :

## Appendix H - Academic performance record

Nama \_\_\_\_\_ Kelas \_\_\_\_\_

## MARKAH - MARKAH MATA PELAJARAN

Bahasa Malaysia \_\_\_\_\_

Bahasa Ingerris \_\_\_\_\_

Mathematic \_\_\_\_\_

Agama / moral \_\_\_\_\_

Pendidikan Jasmani \_\_\_\_\_

Sains \_\_\_\_\_

Muzik \_\_\_\_\_

Lukisan \_\_\_\_\_

Lain \_\_\_\_\_

Kedudukan dalam kelas \_\_\_\_\_

No. murid

Kedatangan \_\_\_\_\_ / \_\_\_\_\_

## Appendix I - "Kajian peribadi"

**KAJIAN PERIBADI****Maklumat Am**

Nama \_\_\_\_\_ Tarikh Lahir \_\_\_\_\_ Umur \_\_\_\_\_

Nama ibu/bapa \_\_\_\_\_

Alamat \_\_\_\_\_  
\_\_\_\_\_

No telefon : \_\_\_\_\_

Sekolah : \_\_\_\_\_

**Maklumat Keluarga**      **Ibu**      **Bapa**

Nama \_\_\_\_\_

Umur \_\_\_\_\_

Tamat Sekolah \_\_\_\_\_

Masaalah Pembelajaran \_\_\_\_\_

**Nama adik beradik**      **Umur**      **Kesihatan atau masalah pembelajaran**

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

8 \_\_\_\_\_

9 \_\_\_\_\_

10 \_\_\_\_\_

Bahasa pertama \_\_\_\_\_ Bahasa diguna di rumah \_\_\_\_\_

Ada masalah apa apa di rumah yang menjadi beri susahan di murid?

(baru pindar, cerai, kahwin baru, pesakit, kewangan, etc...)

**Sejarah Pendidikan**

Anak anda telah hadir ke tadika? Ya \_\_\_\_\_ Tidak \_\_\_\_\_ Berapa tahun \_\_\_\_\_

Anak anda telah terima pemulihan di sekolah ? Ya \_\_\_\_\_ Tidak \_\_\_\_\_  
luar sekolah? Ya \_\_\_\_\_ Tidak \_\_\_\_\_

Hadiran sekolah adalah biasa atau pun selalu "absent"? \_\_\_\_\_  
 Anak anda adalah susah belajar baca ? Ya \_\_\_\_\_ Tidak \_\_\_\_\_

### **Perkembangan sepanjang hayat**

Ibu adalah masalah masa mengandung ? Ya \_\_\_\_\_ Tidak \_\_\_\_\_ Sila terangkan.

Adakah anak anda anak ankut ? Ya \_\_\_\_\_ Tidak \_\_\_\_\_

Anak anda telah bersaling " Ya \_\_\_\_\_ Tidak \_\_\_\_\_

Umur mula berjalan sendiri \_\_\_\_\_ bercakap 2-3 kata perkataan \_\_\_\_\_

Pembesaran anak bagaimana - ikut biasa ke lain? \_\_\_\_\_

Lain bagaimana \_\_\_\_\_

Masalah kesihatan \_\_\_\_\_

Masalah bercakap \_\_\_\_\_

Masalah "physical" \_\_\_\_\_

Tarikh ujian pendengaran ? Ya \_\_\_\_\_ Tidak \_\_\_\_\_ Keputusan \_\_\_\_\_

Tarikh ujian mata ? Ya \_\_\_\_\_ Tidak \_\_\_\_\_ Keputusan \_\_\_\_\_

Tarikh ujian medical ? Ya \_\_\_\_\_ Tidak \_\_\_\_\_ Keputusan \_\_\_\_\_

Berapa jam tidur satu malam? \_\_\_\_\_ Ada Masalah tidur ? Ya \_\_\_\_\_ Tidak \_\_\_\_\_

### **Perkembangan Bacaan**

Terangkan tabiat membaca keluarga anda \_\_\_\_\_

Adakah terima dan baca suratkhabar, megazin di rumah ? Ya \_\_\_\_\_ Tidak \_\_\_\_\_

Yang mana ? \_\_\_\_\_

Apakah sikap anak anda terhadap membaca dan terhadap sekolah ?

Apakah pendapat ibubapa keperluan pelajaran anak anda?

Bila perasan mungkin anak ada keperluan lebih atau lain pada kanak kanak biaisa?

Apakah hobi dan minat anak anda ? \_\_\_\_\_

Anak anda buat apa masa "free time" ? \_\_\_\_\_

Anak anda baca di rumah? Ya \_\_\_\_\_ tidak \_\_\_\_\_ Banyak mana? \_\_\_\_\_/jam minggu

Apakah kekuatan anak anda ? \_\_\_\_\_

Apakah Kelmahan anak anda ? \_\_\_\_\_

Apakah harapan kehadapan anak anda? \_\_\_\_\_

Sila tulis apakah masalah lain lain terhadap sikap, motivasi, atau “ attitude” yang ibubapa rasa penting :

**Appendix J - Behavior checklist completed by teachers**  
**MAKLUMAT MURID**  
**(Di Isi oleh guru kelas)**

Nama Murid \_\_\_\_\_

Kelas \_\_\_\_\_

11/98

Jikalau 10 atau lebih tingkah laku ini terdapat, mungkin murid ini adalah masalah pembelajaran spesifik dan baiklah kalau ibubapa ambil perhatian. Tandakan / kalau ada dan X kalau tidak berlaku.

- \_\_\_\_ 1. berbualan kurang jelas
  - \_\_\_\_ 2. hasil kerja rumah kurang memuaskan
  - \_\_\_\_ 3. pendengaran mereka kurang baik
  - \_\_\_\_ 4. segala penjelasan yang diberi oleh guru terus dilupakan
  - \_\_\_\_ 5. selalu tidak mahu menjawab soalan dalam kelas
  - \_\_\_\_ 6. menulis dan melukisan yang dihasilkan olehnya tidak memuaskan
  - \_\_\_\_ 7. kurang berminat dalam aktiviti aktiviti yang perlu koordinasi mata-tangan
  - \_\_\_\_ 8. tidak suka akan keadaan sekeliling yang bising dan cerah
  - \_\_\_\_ 9. selalu kacau kacau atau usiuk barang barang
  - \_\_\_\_ 10. takut akan tempat tempat yang tinggi
  - \_\_\_\_ 11. tidak memberi perhatian dalam kelas
  - \_\_\_\_ 12. suka menuiskan kanak kanak yang lain
  - \_\_\_\_ 13. cepat lemah selepas main kuat
  - \_\_\_\_ 14. keadaan pelajar sentiasa berubah - kadang2 aktif, kadang2 lemah
  - \_\_\_\_ 15. pelajar susah mendapat rentah muzik
  - \_\_\_\_ 16. pelajar susah mendapatkan mengikat tali kasut dan menutup butang baju
  - \_\_\_\_ 17. cepat merajuk
  - \_\_\_\_ 18. sentiasa membuli kanak2 lain
  - \_\_\_\_ 19. kanak2 lain suka membulunya " dia
  - \_\_\_\_ 20. selalu bermain keseorangan, tidak mudah untuk bergaul dengan kanak2 lain
  - \_\_\_\_ 21. suka bermain dengan kanak2 yang lebih muda atau lebih tua daripadanya
  - \_\_\_\_ 22. tidak ambil perhatian terhadap benda atau situasi berbahaya
  - \_\_\_\_ 23. kurang koordinasi dalam aktiviti larian dan sebagainya
  - \_\_\_\_ 24. selalu jatuh atau langer kerusi. meja ataupun orang
  - \_\_\_\_ 25. sentiasa mengalihkan perhatian ke benda benda lain
  - \_\_\_\_ 26. tidak mengenali kanan atau kiri nya
  - \_\_\_\_ 27. selang-seli menggunakan tangan kiri dan kanan (mixed handedness)
  - \_\_\_\_ 28. disiplin kurang memuaskan
  - \_\_\_\_ 29. suka membuat lawan atau menjadi "class clown"
  - \_\_\_\_ 30. ada keinginan untuk merosakkan sesuatu benda
  - \_\_\_\_ 31. cepat naik marah
  - \_\_\_\_ 32. tidak boleh duduk diam - "hiperaktif"
  - \_\_\_\_ 33. kebolehan menyimpan maklumat kurang baik - selalu lupa
  - \_\_\_\_ 34. selalu tidak hadir sekolah
  - \_\_\_\_ 35. tak pandai pegang pensil
  - \_\_\_\_ 36. sentiasa mengosok matanya
- \*\*\*\*\*

1. Does the child seem different from other children? How?

Murid nampaknya luar biasa pada murid lain? Bagaimana?

2. How is their writing ability? Does the student have difficulty with Math as well?

Adakah menulisannya kurang jelas ? Kurang baik dalam mata pelajaran maths juga?

Appendix K - Letter of permission for USBBM

SEKOLAH KEBANGSAAN TAMAN KOPERASI POLIS USBBM  
Taman Koperasi Polis Fasa II  
68100 Kuala Lumpur

Tel: 6871880

26 JANUARI 1999

Kepada, Ibubapa/Penjaga

Murid murid Tahun 2

Sekolah Kebangsaan Taman Kooperasi Polis Fasa 2

RE: PENYELIDIKAN UJIAN SARINGAN BACAAN BAHASA MALAYSIA

JOS RATTIGOMA 12/1/1999

Tuan/Puan

Merujuk kepada perkara diatas, saya akan menjalankan satu penyelidikan Ujian Saringan Bacaan Bahasa Malaysia (USBBM) di Sekolah Kebangsaan Taman Kooperasi Polis Fasa 2 tujuan untuk:

1. menilai tahap bacaan murid darjah 2. - Tambah ujian 3 Februari 1999
  2. memastikan jika ada masalah bacaan
- jika ada masalah akan diuji lebih mendalam untuk memahami masalah spesifik dengan ujian diagnostic kajian peribadi IQ test dan maklumat guru dan ibubapa penjaga. Tarikh ujian 8/2/99 - 11/2/99
- mencadangkan diberi tindakan susulan pemuliharaan bacaan.

Projek ini adalah sokongan daripada PIBG Sekolah dan Persatuan Kesukanan Pembelajaran Spesifik WP. Diharap dengan tuan/puan dapat memberikan kebenaran kepada anak tuan unruk menduduki ujian tersebut.

Sekian terima kasih

Demi kepentingan pembelajaran yang bermutu

Puan Virginia Wan Zaid  
PGC 97077 Sarjana Psikologi Pendidikan  
Universiti Malaya

Saya Kopit Wordin ibubapa/penjaga kepada anak saya nama

NOR NADIAH di kelas 2 CERDAS setuju / tidak setuju anak saya

menduduki ujian tersebut. Saya faham jika bacaan beliau lemah, ia akan diberikan ujian yang lebih mendalam.

Nama Norazan Arsalin Tarikh: 1-feb-1999

Tandatangan: Lia M. Rosli

## Appendix L - Letter of Permission for UDBBM

**SEKOLAH KEBANGSAAN TAMAN KOPERASI POLIS**  
**Taman Koperasi Polis Fasa II**  
**68100 Kuala Lumpur.**

---

25 March. 1999

Kepada Ibubapa/Penjaga  
 Murid murid Tahun 2  
 Sekolah Kebangsaan Taman Kooperasi Polis -Fasa 2

RE: PENYELIDIKAN UJIAN DIAGNOSTIK BACAAN BAHASA MALAYSIA

Tuan/Puan :

Merujuk kepada perkara diatas, penyelidikan Ujian Saringan Bacaan Bahasa Malaysia (USBBM) di Sekolah Kebangsaan Taman Kooperasi Polis sudah jalankan. Anak anda telah dipilih untuk peringkat kedua, ialah ujian yang lebih mendalam.

Dengan kebenaran yang telah diberikan dahulu, saya sudah mula dengan Ujian Diagnostik Bacaan Bahasa Malaysia (UDBBM) dan ujian IQ di sekolah. Saya minta kebenaran ibubapa/ penjaga lagi sekali untuk memberi maklumat kajian peribadi dan maklumat dari guru di sekolah. Harap isikan borang maklumat ini dan hantar balik ke sekolah lalu anak anda.

Sangat mengharapkan kerjasama tuan/puan supaya kama dapat memberikan tindakan susulan pemulihan bacaan individu seterusnya. Jika hendak, tindakan susulan individu ini boleh dikendalikan oleh Persatuan Kesukaran Pembelajaran Spesifik-WP. (Sila lihat lampiran.)

Sekian terima kasih.

Demi kepentingan pembelajaran yang bermutu,

*Virginia Wan Zaid*

b/ Puan Virginia Wan Zaid  
 PGA 97077 Sarjana Psikologi Pendidikan  
 Universiti Malaya

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Saya \_\_\_\_\_ ibubapa/penjaga kepada anak saya nama \_\_\_\_\_  
 \_\_\_\_\_ di kelas \_\_\_\_\_ setuju / tidak setuju beri  
 maklumat kajian peribadi.

Nama : \_\_\_\_\_

Tarikh :

Tandatangan :

## Appendix M - U.S. Policy on documentation of a specific learning disability

The following guidelines are provided in the interest of assuring that documentation is appropriate to verify eligibility and to support requests for accommodations, academic adjustments and/or auxiliary aids.

### 1. Testing must be comprehensive.

#### I. The diagnostic interview

Because learning disabilities are most commonly manifested during childhood, educational history about learning difficulties in elementary, secondary and post-secondary education must be included. An evaluation report must also include a comprehensive diagnostic interview by a qualified evaluator who addresses relevant background information to support the diagnosis. Such information may include:

Developmental history

Academic history including results of prior standardized testing, and notable trends in academic performance

Family history

Psychosocial history

Medical history, including the absence of a medical basis for the present symptoms

History of prior and present psychotherapy and pharmaceutical-therapy

Discussion of any dual diagnosis of alternative or co-existing mood, behavioral, neurological and/or personality disorders

A description of the presenting learning problem(s)

#### II. The Neuropsychological or Psychoeducational Evaluation

The neuro psychological or psycho educational evaluation for the diagnosis of a specific learning disability must be submitted on letterhead of the qualified professional and it must provide clear and specific evidence of a learning disability. It is not acceptable to administer one test, nor is it acceptable to base a diagnosis on only one of the several sub-tests. Objective evidence of a substantial limitation to learning must be provided. Minimally, domains to be addressed must include the following:

##### Aptitude

A complete battery is required with all sub-tests and standard scores. This may include, but is not limited to, the following: Wechsler Adult Intelligence Scale-Revised (WAIS-R); Woodcock-Johnson Psycho-educational Battery-Revised Part I Tests of Cognitive Ability; the Stanford-Binet Intelligence Scale: Fourth Edition. The Slossen Intelligence Test-

Revised and the Kaufman Adult Intelligence Test do not constitute adequate intelligence test measures.

### Information Processing

Specific areas of information processing (e.g. short- and long-term memory; sequential memory; auditory and visual perception/processing; processing speed must be assessed). Acceptable instruments include the following; the Detroit Tests of Learning Aptitude-3 (DTLA-3), information from sub-tests on the WAIS-R, and the Woodcock-Johnson Tests of Cognitive Ability. Other instruments relevant to the presenting learning problems may be used in conjunction with one or more of the aptitude tests named above.

### Achievement

A complete achievement battery is required with all sub-tests and standard scores. The battery must include current levels of academic functioning in reading (decoding and comprehension), mathematics, and written language. Acceptable instruments include, but are not limited to, Woodcock-Johnson Psycho-educational Battery-Revised: Tests of Achievement; Wechsler Individual Achievement Test (WIAT); Stanford Test of Academic Skills (TASK); Scholastic Abilities Test for Adults (SATA); or specific achievement tests such as the Test of Written

Language-2 (TOWL-2); Woodcock Reading Mastery Test-Revised; or the Stanford Diagnostic Mathematics Test. The Wide Range Achievement Test-Revised (WRAT-R) is not a comprehensive measure of achievement, and therefore is not acceptable if used as the sole measure of achievement.

The Nelson-Denny is not a sole appropriate diagnostic measure of reading achievement. It is a useful screening instrument when administered under standardized conditions, but it should not be used as a basis for diagnosis.

#### 2. Testing must be current.

In most cases, current means testing that has been conducted within the past three years. Because the provision of all reasonable accommodations and services is based upon assessment of the current impact of the student's disabilities on his/her academic performance, it is in a student's best interest to provide recent and appropriate documentation. In the case of adults tested after age of 21, testing more than five years old will be re-evaluated.

#### 3. The report must include a specific diagnosis.

a) Individual "learning styles", "learning differences", and "academic problems" in and of themselves do not constitute a learning disability. The nature and severity of the functional limitation(s) must be supported by the test data, academic history, anecdotal

and clinical observations that may include the student's level of motivation, study skills, and other non-cognitive factors. These findings must support the fact that individual's functional limitations are due to the stated disabilities.

b) The report must indicate what steps were taken to evaluate the impact of second language issues to rule out the possibility that second language difficulties are a cause of the academic problems.

4. Actual test scores must be provided.

Standard scores must be provided for all normed measures. Percentiles are also acceptable; grade equivalents are not acceptable unless standard scores and/or percentiles are also included. The assessment must show evidence of discrepancies and intra-cognitive differences. The particular profile of the student's strengths and weaknesses must provide a rationale for the accommodations that are recommended.

5. Tests used to document eligibility must be technically sound.

The tests used must be reliable, valid and standardized for use with an adult population. The test findings should document both the nature and severity of the learning disabilities.

6. A description of requested accommodations including the rationale must be provided.

The diagnostic report must include specific recommendations for accommodations and relevant recommendations regarding the curriculum, as well as testing considerations. A detailed explanation must be provided as to why each accommodation is recommended and should be correlated to specific test results or clinical observations. If any accommodation or auxiliary aid was provided in the past, it should be discussed; including information about specific conditions under which the accommodations were used (e.g. standardized testing, final exams, national board examination) and whether or not they benefited the student. For example, if the diagnosed condition is a learning disability, what is the processing disorder, and what is the relationship between the disorder and the requested accommodation? Any school plan (e.g. IEP or 504 plan) is not sufficient in and of itself, but can be included as part of a more comprehensive assessment battery as described in this document.

If no prior accommodations have been provided, the qualified professional and/or student should include a detailed explanation as to why no accommodations were used in the past and why accommodations are needed at this time.

7. A qualified professional must conduct the evaluation.

Professionals conducting assessment and rendering diagnoses of specific learning disabilities must be qualified to do so. Experience in working with an adult population is essential.

Source : Internet/ San Jose State Univ Web page on Disability Resource Center (DRC)  
<http://www.drc.sjsu.edu/guidelines/policies/ldpolicy.htm> (11/20/98)

\*\*\*\*\*

A Disability Resource Center Coordinator will review the documentation of the disability and, in meeting with the student, will assign one or more appropriate accommodations. Accommodations may include, but are not limited to the following:

- Priority Registration
- Notetakers
- Extended time and/or alternate format testing
- Tape-recorded text books
- Referral to High Tech Center and/or other campus services

Source : <http://www.drc.sjsu.edu/services/specific/ld.htm> Nov. 20, 1998

## Appendix N - Case reviews of 7 students with complete data

1. Female : 7 years : 6/7 months at time of testing

Tests administered :	USBBM			UDBBM			Rdg.	CPM
	Reading	Comp.	T	Reading	Comp.	T		
Scores :	22/96	0/14	22/110	167/208	3/8	170/216	10.75	13
Grade percent:	23 %	0	78%	80%	38%	79%		

Reading levels : Instructional for word reading / Frustration for comprehension  
Disadvantaged reader

Family information : Comes from a family of 8 children, of which she is number 7. The father is an officer with the firefighting force. Both parents' highest level of education is the SPM (mother) and SPVM (father). The student attended kindergarten since she was five years old, and had sufficient reading readiness opportunities. The parents are concerned that she is not doing as well as they expect she should, that her reading is progressing very slowly.

Teacher observations: The teacher reports that her homework is often incomplete, she does not speak clearly, does not pay attention in class and forgets what she has learned. She plays alone, does not mix well with others and is bullied by classmates. On the behavior checklist 10/36 were checked, which are indicators of a specific learning disability.

Problem areas and suggestions for remediation : Although orally she was able to obtain a 70% on the UDBBM, she left a lot of the USBBM test blank. Her reading rate is steady, but slow and she spells out each syllable as she reads, which slows her down, even when reading sentences and paragraphs. Common mistakes are mispronunciations and substitutions. She confuses vowel sounds, has trouble with "ng" and "ny" sounds and needs repetition work in this area. Other times, when she doesn't know a word by sight vocabulary, she just replaces it with a familiar word she knows. As both reading test scores were so different, taking an average we find she has achieved 58%, which puts her at the instructional level of reading. Possibly on the USBBM she was not able to finish the test as she did not have sufficient time to read instructions or did not understand them when reading on her own. Her oral listening skills may be weak as she did not do this section of the test at all. Her comprehension scores were also very low and she needs help to develop better skills in this area. Her written work is a bit immature and needs help in this area also. Given her mental ability is just below average, she would be considered a disadvantaged reader.

2. Male : 7 years : 6/7 months at time of testing

Tests administered :	USBBM			UDBBM			Rdg.	CPM
	Reading	Comp.	T	Reading	Comp.	T		
Scores :	17/96	0/14	17/110	170/208	7/8	178/216	25.20	18
Grade percent:	18 %	0	15%	82%	88 %	82%		

Reading levels : Independent level for oral reading and comprehension, but  
 Instructional for written word reading / Frustration level for written comprehension  
 Dyslexic

Family information : Comes from a family of 6 children , of which he is the 5th. He also has an older brother who is 13 that the parents say is weak in reading. He went to kindergarten since 5 years of age. The parents feel he is too lazy to read and to do homework, and that his writing skills are weak. He has health problems with coughing, runny nose and asthma. He does enjoy going for his religious lessons. The father is a self-employed hawker. The mother's highest level of education was standard 6, the father's STPM.

Teacher observations : Homework not complete, forgets new learning, unclear speech, doesn't pay attention or participate in class and disturbs things and people, hyperactive, lack of discipline. He had 12/36 behaviors checked on the behavior checklist, which are indicators of a specific learning disability.

Problem areas and suggestions for remediation : His writing on the USBBM is very immature with unstable lines, mixing small and capital letters and uneven writing and needs help to improve his writing skills. He reverses the letters b and d and erases a lot. His oral listening skills are weak with only 14/24 correct on this section of the test. He made little effort to finish the rest of the USBBM test, possibly because his comprehension in silent reading is weak. Common errors in the UDBBM were substitutions. He confused vowels frequently and needs drilling in this area to become more familiar with vowels. He spells each syllable out silently to himself, but quickly when reading. A phonics approach might help him overcome this. His reading rate is 25.20 words per minute, which is still below average. His CPM is just above the average in comparison to this case study group, but average on comparison to recognized norms. He has the mental ability to do better, but with some individualized remediation, should be able to catch up with his peers.

3. Female : 7 years : 6/7 months at time of testing

Tests administered :	USBBM			UDBBM			Rdg.	CPM
	Reading	Comp.	T	Reading	Comp.	T		
Scores :	35/96	0/14	35/110	116/208	5/8	121/216	12.16	5
Grade percent:	36 %	0	32%	56%	62 %	56%		

Reading levels : Instructional for word reading / Frustration for comprehension  
A slow learner

Family information : Comes from a family of 3 children of which she is the eldest. She went to kindergarten for one year. The parents say she is not yet reading fluently and that she needs coaching as she is reading. They found out her homework was not always done and realized she was still struggling at school, but say they do help her at home. Both parents' highest level of education was the SPM and the father is working as a driver. I noted during testing that she has several rotten teeth and does not have proper dental care.

Teacher observations : Homework is not done, she forgets new learning and has a lack of coordination in physical activities. The teacher only listed 3/36 problems on the behavior checklist.

Problem areas and suggestions for remediation : From the USBBM, it was observed that she writes with big letters and confuses small and capital letters. She was unable to complete the last two comprehension sections of the test. Remedial work with vowels, writing skills and comprehension development is needed. She was from the "cerdas" class and did not do the oral test either. Her most common error was substitutions, more frequently with the consonants s and c, and j and g., but less frequently with vowels. Some drilling in this area would be helpful. Her reading rate is very slow, 12.16 words per minute, as she still has to spell out each syllable before pronouncing it. A phonics approach might help her overcome this. She completed the Raven's CPM in six minutes, possibly because she just couldn't understand it, and got many wrong. I would suggest a retest on this, just to verify the low score. If she does have a low mental ability, then a program that moves slower and with a lot more repetition and continued guidance would be helpful.

reading skills  
ground in reading  
remediation  
she may succeed

4. Female : 8 years : 1/2 months at time of testing

Tests administered :	USBBM			UDBBM			Rdg.	CPM
	Reading	Comp.	T	Reading	Comp.	T		
Scores :	34/96	3/14	37/110	40/208	6/8 *	46/216	7.97	12
Grade percent:	35 %	21%	34%	19%	75 %	56%		

\* She did well on comprehension when I read the passages and she listened for answers.

Reading levels : Frustration for word reading / Frustration for comprehension  
A slow learner

Family information : Comes from a family of 9 children of which she is the 5th. She did not go to kindergarten at all and so perhaps lacked early opportunity to develop pre-reading skills. The parents both noted they were weak academically in school and the father is still weak in reading and writing. Out of 8 other siblings ranging from ages 3 months to 14 years, all were noted as less intelligent or "Kurang pandai", except for one that was noted somewhat able or "boleh tahan". It seems there is a hereditary factor here at work. They had noted she is not reading well at all and that math is also difficult for her. They themselves being weak don't know how to help her (nor probably her siblings). The parents' highest level of education was the PMR (then SRP) for the mother and standard 6 for the father, who is working as a driver.

Teacher observations : Her speech is not clear, homework is not done, won't answer questions in class and she plays alone, not mixing with others. The class teacher only noted 4/36 behavior problems.

Problem areas and suggestions for remediation : From the USBBM it was observed that her writing is still a bit immature and uneven, with confusion of small and capital letters and vowels and consonants. Oral word comprehension is poor, with only 5/24 correct. However, in the UDBBM, I read the passages for her and she did much better than if she were to read on her own. On the UDBBM, she slowed down immensely after the "suku kata" section. her reading rate is very poor as she spells out each syllable and often then even pronounces completely different words from what she spelled. The short term processing of reading seems to be giving her difficulty. For example, she spelled "den - DEN + an AN" and pronounced "badger". She had 48 other mispronunciations like this on the test. It is obvious she has an overall weakness in all reading skills and she needs to start back at the basics of phonic sounds to get a good ground on reading. Being of below average mental ability will make the process of remediation somewhat slow and challenging for her, but with detailed and specific efforts, she may succeed.

5. Male : 8 years : 2/3 months at time of testing

Tests administered :	USBBM			UDBBM			RDA	CPM
	Reading	Comp.	T	Reading	Comp.	T		
Scores :	13/96	2/14	15/110	184/208	6/8	190/216	14.15	28
Grade percent:	14%	14%	88%	75 %	88%			

\* She did well on comprehension when I read the passages and she listened for answers.

Reading levels : Frustration for word reading / Frustration for comprehension,  
Independent level for oral reading and comprehension.  
Dyslexic reader

Family information : Is a single child. He went to kindergarten for two years. The parents' highest level of education was the STAMP for the mother and a Bachelor of Science in Geology for the father, but states that he is working in sales. The parents noted that he was keen to learn when he was 2-5 years old, but by the time he was 6, he started falling backwards. They say he does not like to read and is quickly bored with school work. He has to have things repeated many times and still sometimes does not learn them. But he does have a good memory for new roads - he remembers roads and directions after only once going there.

Teacher observations : He does not pay attention in class, forgets new learning, disturbs other children, frequently changes moods and attitudes to school work and has a lack of discipline - is hyperactive. On the behavior checklist, 7/36 items were checked.

Problem areas and suggestions for remediation : He is a bright boy, judging from his CPM score. He seems to have good visual memory - as the parents noted how he remembers roads traveled. On the USBBM, he had poor oral listening skills, obtaining 13/24 correct. He did not even complete the rest of the test, whether or not it was due to slow reading or just lack of interest or other reason, it is hard to say. His writing skills are still a bit immature and he had several erasure marks on the paper. On the UDBBM, he was one of the few that did not need to pronounce the syllables before reading, however his reading is slow, but steady and very monotone. His most common error is substitutions usually of vowels, but also of some consonants. For example, he confuses s and c, j and g and all of the vowels. He also made b/d reversal mistakes, which is a sign of dyslexia. Although he had a strong score for the UDBBM, his reading rate was slow and he needs work in this area in addition to repetitive exercises to improve his sight vocabulary and vowel consonant confusion. If his visual representation is good, teaching to this strength might help him pick up more basic sight words and more efficient reading.

6. Male : 8 years : 6/7 months at time of testing

Tests administered :	USBBM			UDBBM			Rdg.	CPM
	Reading	Comp.	T	Reading	Comp.	T		
Scores :	47/96	0/14	47/110	196/208	4/8	200/216	27.11	20
Grade percent:	49%	0%	43%	94 %	50 %	93%		

Reading levels : Frustration for written word reading / Frustration for comprehension  
Independent level for oral reading, but slow  
Dyslexic

Family information : He is one of 2 children and he went to kindergarten for two years. The parents' highest level of education was the STPM for the father and a Diploma. The parents noted he likes to play with technical gadgets. They mentioned that he had difficulty with remembering things, especially with new learning - constant review is needed and he still forgets. He can't sit still for long to do homework before he gets bored and needs a change of activity.

Teacher observations : He is always changing activities and can't sit still. He plays alone and does not mix well with others, he is bullied by them as well. The teacher only checked off 4 /36 items form the behavior checklist.

Problem areas and suggestions for remediation : While his UDBBM scores were high, the USBBM scores were very low. A combined reading score would put him at 79% for reading and 18% for comprehension. It seems he was unable to complete most of the USBBM. The student's UDBBM scores were fairly high, but his reading rate is still slow and he pointed with his finger the whole time he was reading. When he came to the section with sentence reading he slowed down a lot more and made more mistakes. His most common mistakes were mispronunciations and substitutions, mostly with vowels. He had a slight lisp which could be helped with speech therapy and reading remediation. Developing a program to help increase his reading efficiency, comprehension and oral reading skills is recommended. Perhaps mnemonics could help with the memory problem.

7. Male : 8 years : 6/7 months at time of testing

Tests administered :	USBBM			UDBBM			Rdg.	CPM
	Reading	Comp.	T	Reading	Comp.	T		
Scores :	51//110	0/14	51/110	150/208	7/8	200/216	17.47	26
Grade percent:	72%	0%	46%	72 %	88 %	93%		

Reading levels : Frustration for written word reading / Frustration for written comprehension. Independent level for oral reading.  
Dyslexic

Family information : He is one of 4 children and is second eldest. He went to kindergarten for one year. Both parents' highest level of education was the SPM for. The parents were not aware he had difficulty with reading until this research. They said he is a quiet person, but very studios.

Teacher observations : He is always changing activities and can't sit still., being very hyperactive. He plays alone and does not mix well with others, he is bullied by them as well. The teacher only checked off 3/36 items from the behavior checklist. I suspect there could be more.

Problem areas and suggestions for remediation : He is a bright boy and shows interest in learning. His writing skills are still a bit premature and he needs some work in this area. He is unable to keep the sizes of letters the same when writing and confuses small and capital letters. He was also unable to follow instructions and did not complete most of the USBBM test. The most common errors in the UDBBM were substitutions, omissions and additions. He often confused vowels, and sometimes added another syllable to words , such as "men" to "menangkok" for "songkok". Combined scores for comprehension gives him an 18% for comprehension. He quickly spells out the syllables before pronouncing them, which slows down his reading rate substantially. It seemed like he read by depending on sight words. Several words were completely replaced by new words so much that sentences would not make sense. He needs more work on phonics to strengthen his word pronunciation and drilling in basic sight words, reading efficiency and skills in developing better comprehension.