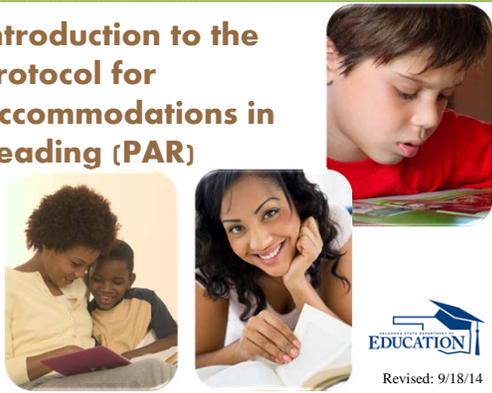


**Introduction to the Protocol for Accommodations in Reading (PAR)**



**EDUCATION**

Revised: 9/18/14

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**What is the Protocol for Accommodations in Reading (PAR)?**



The Protocol for Accommodations in Reading (PAR) provides a process for making informed decisions about reading accommodations.

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**How does it work?**



- A **Screening tool** used to determine a student's optimal reading method.
- Reading material is offered through
  - Student read aloud,
  - Adult Reader, or
  - Text-reader.
- Optimal reading method is determined through the student's ability to answer related comprehension questions.

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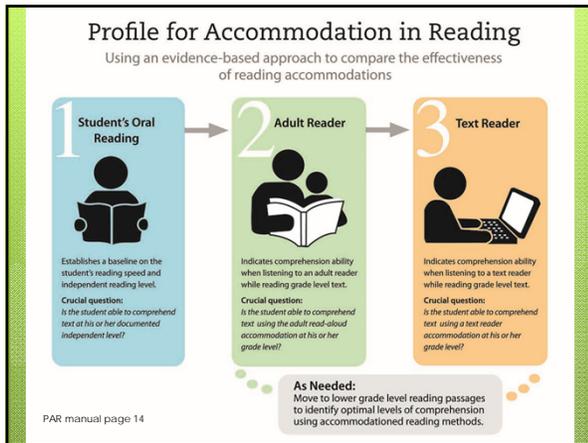
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### Students appropriate for PAR

- Students with documented disabilities.
- Students in tier two or three of Response to Intervention (RtI).
- General education students struggling with reading.
- English language learners (ELL).

PAR manual page 15

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### Purpose of PAR

- To examine the effectiveness of reading accommodations to help a student access the curriculum, not to test reading ability or identify reading interventions.

PAR manual page 13

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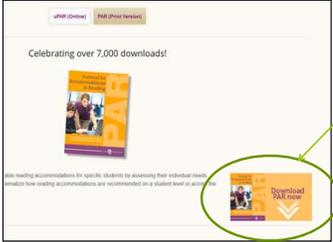
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### Access PAR

<http://www.donjohnston.com/par/>



Celebrating over 7,000 downloads!

PAR reading accommodations for specific students by assessing their individual needs. See how reading accommodations are recommended on a student test or answer sheet.

Download PAR now

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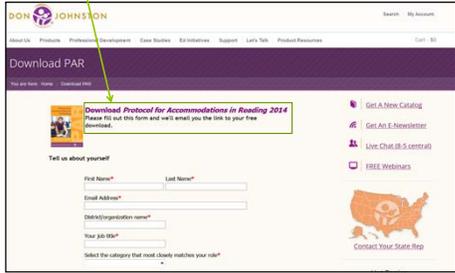
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### Register for free



Download PAR

Download Protocol for Accommodations in Reading 2014  
Please fill out this form and we'll email you the link to your free download.

Tell us about yourself!

First Name\* Last Name\*  
Email Address\*  
School/Organization name\*  
Your job title\*  
Select the category that most closely matches your role\*

Get A Item Catalog  
Get A.I.E. Newsletter  
Live Chat (8-5 central)  
FREE Webinars  
Contact Your State Rep

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### Download file to computer

**Windows users:** You'll get an option to Open or Save. Click SAVE to a location of your choice. Then open the *par\_2014.zip* file and click the link to 'Extract all files'.

**Mac users:** The file should automatically download directly to your default download location as a .zip file.



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### Access "About these forms file"

1. Open folder

2. Open file

The screenshot shows a file explorer window for 'D:\4.zip'. The 'PAR Grade Level Passages & Forms' folder is selected. A second window shows the contents of this folder, with the 'About These Forms and Reading P...' PDF file selected.

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### Getting Started

**File name:** "About These Forms"

**Purpose:** Gives guidance on getting started with PAR

The document includes sections for 'Grade Level Passages', 'Getting My Files Ready', and a table with 'What is included' and 'How to prepare' for 'Data Forms' and 'Scoring Passes'.

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### PAR Process

1. Copy files to administer screening
2. Select students to screen
3. Administer Screening/Evaluate
4. Determine appropriate accommodation

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1. Copy files to administer screening

### File organization prior to screening

A few logistics to consider



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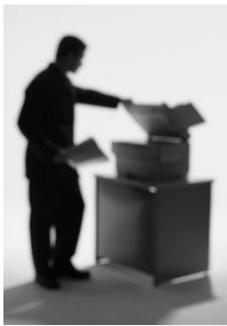
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### Make copies of forms

- PAR background data (1 for each student)
- PAR administration results (1 for each student)
- PAR Likert graphic (1 copy laminated, can be reused)



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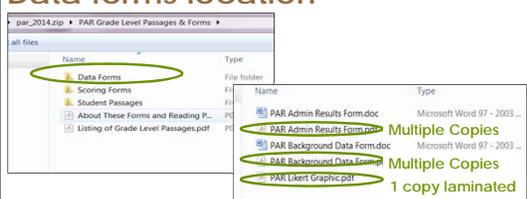
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### Data forms location



1. Open file.    2. Print    3. Copy for each student    4. Organize



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### Make a file of reading passages

1. Open file. 2. Print 1 copy.

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### Make a file of scoring forms

1. Open file. 2. Print.

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### Students identified for screening include:

- Students who struggle to decode or read with fluency, but demonstrate the ability to comprehend at a significantly higher level when an adult reads aloud.
- Students receiving reading interventions who are struggling to keep up in content level classes.

PAR manual page 15

2. Select students to screen

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**OSTP Nonstandard  
Accommodation Requirement**

The student has a disability that severely limits or prevents him from decoding printed text at any level of difficulty, even after varied and repeated attempts to teach the student to do so (i.e. the student is a non-reader, not simply reading below grade level); and

<http://www.ok.gov/sde/sites/ok.gov.sde/files/documents/files/OSTP%20Accommodations.pdf>

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**OSTP Nonstandard  
Accommodation Requirement**

The student can only access printed materials through a screen reader (assistive technology), human reader, and/or is provided with spoken text on audiotape, CD, video, or other electronic format during routine instruction, except when the student is being taught to decode; and

<http://www.ok.gov/sde/sites/ok.gov.sde/files/documents/files/OSTP%20Accommodations.pdf>

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**OSTP Nonstandard  
Accommodation Requirement**

The IEP or Section 504 team will utilize and provide the required documentation from the OSTP ELA/Reading Test Read-Aloud Protocol; this includes the use of the Protocol for Accommodations in Reading (PAR) or the AIM Navigator for deaf or blind students, and must be uploaded into the Nonstandard Accommodations Single Sign-on Application.

<http://www.ok.gov/sde/sites/ok.gov.sde/files/documents/files/OSTP%20Accommodations.pdf>

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## Documents

3. Administer Screening/Evaluate

- Background data
- Grade level comprehension scoring form

1. Student's Oral Reading

2. Adult Reader

3. Text Reader

- PAR Administration Results

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## Complete background data



- Complete background data form for each student.
- Document disability type, evaluation data, and prior experience with reading accommodations.

PAR Grade Level Passages & Forms: Data Forms: PAR Background data

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## Allow ample time for screening



- 15 minutes per reading passage
- PAR can be administered across all three conditions in about 45 minutes.
- Can be administered in 2-3 short sessions.

PAR manual page 19

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### Screening Materials

- Computer or laptop with text reader software, charger, mouse
- Reading materials
- Digital files of all reading passages loaded on the computer
- Timer
- Likert graphic



PAR manual page 18

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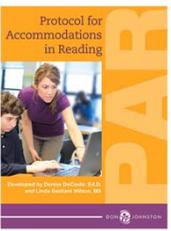
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### Administer PAR



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### Explain situation to student

3. Administer Screening/Evaluate

- "Today we're going to find out the ways you like to read."
- "First you're going to read, then I'm going to read to you, then you're going to listen to the computer."

PAR manual page 21

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### Complete Demographic Information

**PAR Administration Results**

Student:	ID:	Date:
Grade:	Sex: M F	School:
Examiner:	Test Location:	

**Student's Oral Reading**

Passage:	Grade Level:	WPM:
Number of items correct:	Likert Rating:	___ Green (Upper quartile) ___ Yellow ___ Red (Lower quartile)

PAR Grade Level Passages & Forms; Data Forms: PAR Admin Results

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### Oral reading (student)

1. Student's Oral Reading

- Give the student a copy of the paper text.
- Before reading, cover the passage and read the title

2<sup>nd</sup> grade reading passage example  
A Visitor from Space

"What do you think this story will be about?"

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### Oral reading (student)

- Student reads aloud a reading passage at his/her documented independent reading level.

2<sup>nd</sup> grade reading passage example  
A Visitor from Space

"Read this out loud. I'll ask you some questions when you're done."

Did you ever see a shooting star at night? That streak of light is not a star at all. It is a large space rock called a meteor. Meteors come in all sizes. Some are the size of a car or a football field. Others can be many miles across. Very small meteors fall harmlessly to earth all the time.

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### Oral reading: guidance

- The student should finish reading the passage.
- You will note misread words, substitutions and omissions.

Student copy

A Visitor from Space

Did you ever see a shooting star at night? That streak of light is not a star at all. It is a huge space rock called a meteor. Meteors come in all sizes. Some are the size of a car or a football field. Others can be many miles across. Very small meteors fall harmlessly to earth all the time.

Larger meteors fall toward earth, too. Most of them burn up many miles above the ground. This makes a very bright light in the sky. Then, people may hear a giant BOOM. This loud noise can make buildings shake and windows break. Small pieces of rock might fall to the ground, too, but people are rarely hurt.

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### Oral reading: sequence



- Record # words per minute.** Circle the last word read at the end of one minute
- Student rates** whether they liked or disliked reading modality
- Ask comprehension questions**

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### Oral reading: WPM



- Timer: Record # words per minute.** Circle the last word read at the end of one minute (skip if reading is exceptionally slow)
- Typical word per minute (wpm) target rates:**

Grade	Beg. Year	Middle Year	End Year
2	50	70	90
3	70	90	110
4	95	110	125
5	110	125	140
6	125	140	150
7	125	140	150
8	130	140	150

PAR manual page 22

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## Record student response

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Testing Condition: *circle one* Student's Oral Reading Adult Reader Text Reader

Oral Reading: # Words at 1 Minute: \_\_\_\_\_ (Student's Oral Reading condition only)  
Mixed Words Comprehension Substitutions

Passage: **A Visitor from Space** Expository 2.6

Did you ever see a shooting star at night? That streak of light is not a star at all. It is a large space rock called a meteor. Meteors come in all sizes. Some are the size of a car or a football field. Others can be many miles across. Very small meteors fall harmlessly to earth all the time.

Larger meteors fall toward earth, too. Most of them burn up many miles above the ground. This makes a very bright light in the sky. Then, people may hear a giant BOOM. This loud noise can make buildings shake and windows break. Small pieces of rock might fall to the ground, too, but people are rarely hurt.

Student reads entire passage, teacher follows along on scoring form.

PAR Grade Level Passages & Forms: Scoring Forms: Grade 2 Scoring Forms

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## Student rates "Tell me how you liked reading to yourself."

1

I really did NOT like it.

2

I did not like it much.

3

I liked it a little.

4

I really liked it.

Record response on scoring form

8. What does the word "harmlessly" mean in this story?  
(without doing harm, without hurting anything)

Total: _____	Vocabulary		
Green: 7-8 Correct			
Yellow: 5-6 Correct			
Red: 1-4 Correct			

Question Type	Correct	Incorrect
Main Idea		
Fact		
Inference		
Vocabulary		

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## Oral reading comprehension

- Do NOT take away the paper text
- Ask the comprehension questions
- STOP after 3 incorrect responses or if frustration is evident
- If student does not pass the comprehension portion, you may want to go to a lower grade level.

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### Ask comprehension questions

Question	Incorrect	Correct	Type
1. What is this story about? (Meteors, rocks from space)			Main Idea
2. What is a shooting star? (a large space rock, a meteor)			Fact
3. What size is a meteor? (meteors come in all sizes; the size of cars, football fields and bigger)			Fact
4. What happens when a larger meteor comes too close to Earth? (it blows up/burns up before it hits the ground)			Fact
5. Why do people see a bright light in the sky when a meteor is falling to earth? (the meteor is burning up or exploding)			Fact
6. Why is there a loud booming sound after the flash of light when a meteor falls toward earth? (it is the sound of the meteor exploding)			Inference
7. Are meteors very often dangerous to people on the ground? Why or why not? (no, because they burn up before they hit the ground)			Inference
8. What does the word "harmlessly" mean in this story? (without doing harm, without hurting anything)			Vocabulary
Total (circle the outcome)			
Green 7-8 Correct			
Yellow 3-6 Correct			
Red 1-2 Correct			

PAR Grade Level Passages & Forms: Scoring Forms: Grade 2 Scoring Forms

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### Adult reader at student's grade level

2. Adult Reader

- Give the student a copy of the paper text.
- Before reading, cover the passage and read the title

5<sup>th</sup> grade reading passage example  
A Hurricane Plan

"What do you think this story will be about?"

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### Adult reader accommodation

2. Adult Reader

- The adult reads a passage to the student at the student's current grade level.
- Read the passage at a rate that is 20% faster than the student's oral reading rate.

5<sup>th</sup> grade reading example

**A Hurricane Plan**

Every May, my family prepares for hurricane season. We haven't experienced a hurricane in decades, but if one comes along, we'll be ready. Unless we are ordered to evacuate, we'll seek shelter in our basement.

Last week the whole family prepared our hurricane disaster kit. Dad filed important household documents in a waterproof box. Mom changed the batteries in our weather radio and flashlights. We put the first aid kit and a supply of water and

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### Student rates

"Tell me how you liked having someone read to you out loud."

Question Type	Correct	Incorrect
Main Idea		
Fact		
Inference		
Vocabulary		

PAR Grade Level Passages & Forms: Scoring Forms: Grade 5 Scoring Forms

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### Adult reader: comprehension

- Do NOT take away the paper text
- Ask the comprehension questions
- STOP after 3 incorrect responses or if frustration is evident
- If student does not pass the comprehension portion, you may want to go to a lower grade level.

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### Ask comprehension questions

Question	Incorrect	Correct	Type
1. What is this story about? (hurricane preparation, preparing for a hurricane)			Main Idea
2. How long has it been since the Wilson family experienced a hurricane? (decades)			Fact
3. In case of a hurricane, where does the Wilson family plan to find shelter? (in their basement)			Fact
4. What did Mom do to the flashlights and weather radio? (she put in new batteries, she charged the batteries)			Fact
5. Why did the Wilsons put the evacuation map in the car and fill the gas tank? (so they would be ready to leave their home in case of an evacuation order)			Fact
6. What does this story show about the Wilson family? (any logical response: the Wilson family seriously prepares for bad weather, the Wilsons don't want to get caught unprepared for a hurricane)			Inference
7. What might be another good title for this story? (any logical response: Be Prepared, Get Ready Today for Hurricanes, Don't Wait - Prepare for a Hurricane Today)			Inference
8. What does the word "evacuation" mean in this story? (any logical response: the act of removing people due to a threat, when people are asked to leave their homes to go to a safer place during a hurricane)			Vocabulary
Total (circle the outcome) Green: 7-8 Correct Yellow: 3-6 Correct Red: 1-2 Correct			

PAR Grade Level Passages & Forms: Scoring Forms: Grade 5 Scoring Forms

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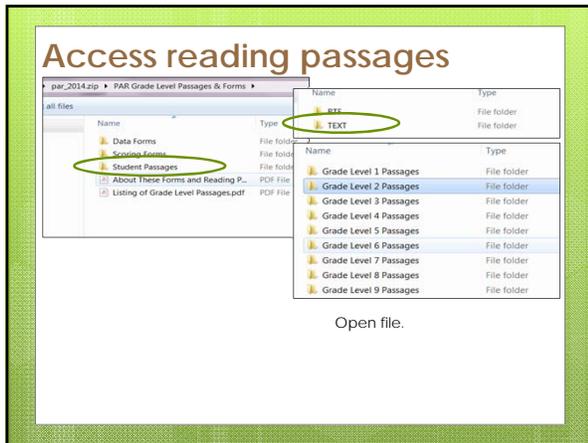
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### Access text to speech

- MS Word (2010 or later) has a feature that will allow you to have files read aloud, for more information, please see this how to document:  
[http://actcenter.missouri.edu/technology/pdfs/Office\\_2010\\_Text-to-Speech.pdf](http://actcenter.missouri.edu/technology/pdfs/Office_2010_Text-to-Speech.pdf)
- Other easy to use and free text to speech:  
<http://www.naturalreaders.com/>
- Free text to speech tools can be found here:  
<https://udltechtoolkit.wikispaces.com/Free+text+to+speech>

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### Text reader at student's grade level

3. Text Reader

- Open the Text Reader Practice passage.
- Open & minimize the grade level passage, set the text reader to a speed that corresponds to the student's oral reading rate plus 20%.
- Consider options to change the voice & speed.

5<sup>th</sup> grade reading passage example

Cruising in a Convertible

"What do you think this story is about?"

Before reading, cover the passage on the screen and read the title. Have student read and predict what it might be about.

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### Text reader accommodation

3. Text Reader

- The computer reads a passage to the student at the student's current grade level.
- The text speed is set at a rate that is 20% faster than the student's oral reading rate.

5<sup>th</sup> grade reading example

**Cruising in a Convertible**

Don't you love riding in a convertible? You feel like a movie star, cruising around blowing through your hair.

In the early 1900s, every car was a convertible. Horseless carriages had no roofs or roofs so driving was dusty and dirty. Early motorists wore "automobile clothing."

To keep dirt and insects out of their eyes, drivers wore goggles. Some wore hats with others wore face masks. Men wore caps while women wore wide-brimmed "motoring bonnet chin."

Leather gloves kept drivers' hands warm and clean. They also served as work gloves. winter.




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### Student rates

"Tell me how you liked having the computer read to you."



1: I really did NOT like it.  
2: I did not like it much.  
3: I liked it a little.  
4: I really liked it.



Total (circle the outcome)		
Green	7-8 Correct	
Yellow	5-6 Correct	
Red	1-2 Correct	

Question Type	Correct	Incorrect
Main Idea		
Fact		
Inference		
Vocabulary		

Record response on scoring form

PAR Grade Level Passages & Forms: Scoring Forms: Grade 5 Scoring Forms

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### Text reader: comprehension

- Leave the text version on the screen
- Ask the comprehension questions
- STOP after 3 incorrect responses or if frustration is evident
- If student does not pass the comprehension portion, you may want to go to a lower grade level.




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### Ask comprehension questions

Question	Incorrect	Correct	Type
1. What is this story about? (hurricane preparation, preparing for a hurricane)			Main Idea
2. How long has it been since the Wilson family experienced a hurricane? (decades)			Fact
3. In case of a hurricane, where does the Wilson family plan to find shelter? (in their basement)			Fact
4. What did Mom do to the flashlights and weather radio? (she put in new batteries, she changed the batteries)			Fact
5. Why did the Wilsons put the evacuation map in the car and fill the gas tank? (so they would be ready to leave their home in case of an evacuation order)			Fact
6. What does this story show about the Wilson family? (any logical response: the Wilson family seriously prepares for bad weather, the Wilsons don't want to get caught unprepared for a hurricane)			Inference
7. What might be another good title for this story? (any logical response: Be Prepared, Get Ready Today for Hurricanes, Don't Wait - Prepare for a Hurricane Today)			Inference
8. What does the word "evacuation" mean in this story? (any logical response: the act of removing people due to a threat, when people are asked to leave their homes to go to a safer place during a hurricane)			Vocabulary
<small>T Total (circle the outcome)                      Green = 4-8 Correct                      Yellow = 3-4 Correct                      Red = 1-2 Correct</small>			

PAR Grade Level Passages & Forms: Scoring Forms: Grade 5 Scoring Forms

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### Final question for student

- Which type of reading did you like best?
- Reading by yourself, having an adult read to you, or using the computer?

**Additional Observations:**

Student's preferred method of reading: <input type="checkbox"/> Reading by yourself <input type="checkbox"/> Adult reader <input type="checkbox"/> Computer <input type="checkbox"/> Other	<input type="checkbox"/> Able to predict based on titles <input type="checkbox"/> Demonstrated background knowledge <input type="checkbox"/> Followed text as listened <input type="checkbox"/> Asked for word definitions <input type="checkbox"/> Used text reader dictionary <input type="checkbox"/> Anxiety or frustration <input type="checkbox"/> Reliance <input type="checkbox"/> Persistence <input type="checkbox"/> Self-monitoring, self-correcting <input type="checkbox"/> Distraction <input type="checkbox"/> Other:
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Overall attitude:  
Overall engagement:  
Recommendations:

Document preference on PAR Admin Results Form

PAR Grade Level Passages & Forms: Data Forms: PAR Admin Results Form

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### Dismiss student from screening session

Reward for effort



### Document evaluation results

Complete all related paperwork




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**Documents to complete**

- Background data
- Grade level comprehension scoring form
- PAR Administration Results

3. Administer Screening/Evaluate

1. Student's Oral Reading → 2. Adult Reader → 3. Text Reader

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**Record results**

Record results for each screening format

**PAR Administration Results**

<b>Student:</b>	<b>ID:</b>	<b>Date:</b>
Grade:	Sex: M F	School:
Examiner:	Test Location:	

**Student's Oral Reading**

<b>Passage:</b>	<b>Grade Level:</b>	<b>WPM:</b>
Number of items correct:	Likert Rating:	__ Green (Upper quartile) __ Yellow __ Red (Lower quartile)

PAR Grade Level Passages & Forms: Data Forms: PAR Admin Results

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### Quartiles explained

WPM:	
Green (Upper quartile)	
Yellow	
Red (Lower quartile)	

- Corresponds to comprehension accuracy
- Upper quartile (green): 75-100% accuracy
  - Example: 7 out of 8 questions
- Mid-2 quartiles (yellow): 25-75% accuracy
  - Example: 4 out of 8 questions
- Bottom quartiles (red): 0-25% accuracy
  - Example: 2 out of 8 questions

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### Quartile colors

- Guidance for quartiles is provided at the bottom of each scoring form

Total	(circle the outcome)	
Green	7-8 Correct	
Yellow	3-6 Correct	
Red	1-2 Correct	

- 2<sup>nd</sup> grade example

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### Document oral reading comprehension results

*Fill in the chart using color to represent comprehension proficiency. See PAR manual for more information.*

Grade Level	Student's Oral Reading	Adult Reader	Text Reader	Other:	Other:
10					
9					
8					
7					
6					
5					
4					
3					
2	5 out of 8				
1					

- Write # correct out of # possible
- Highlight red, yellow, or green according to quartile

PAR Grade Level Passages & Forms: Data Forms: PAR Admin Results

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**PAR Administration Results**

4. Determine appropriate accommodation

- Complete additional observations
- Provide recommendations

Additional Observations:	
Student's preferred method of reading:	<input type="checkbox"/> Audio to provide based on sites
<input type="checkbox"/> Reading by yourself	<input type="checkbox"/> Documented background knowledge
<input type="checkbox"/> Audio reader	<input type="checkbox"/> Followed text as learned
<input type="checkbox"/> Computer	<input type="checkbox"/> Asked for word definitions
<input type="checkbox"/> Other	<input type="checkbox"/> Used text reader dictionary
	<input type="checkbox"/> Accents or translation
Overall attitude:	<input type="checkbox"/> Refusal
	<input type="checkbox"/> Persistence
Overall engagement:	<input type="checkbox"/> Self-monitoring, self-correcting
	<input type="checkbox"/> Comprehensibility
	<input type="checkbox"/> Other
Recommendations:	

Recommendations for Student's IEP/504 Plan

PAR Grade Level Passages & Forms: Data Forms: PAR Admin Results

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**Recommendations include:**

- Reading conditions that are/are not effective
- Student preferences
- Strategies to promote reading independence
- Availability for school resources
- Professional development for staff
- Strategies for home

PAR manual page 26

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**Benefits of PAR: Final thoughts**

<http://vimeo.com/93628169>

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