

Introduction to the Protocol for
Accommodations in Reading (PAR)

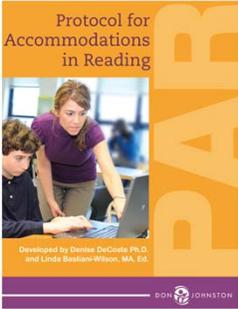
**Introduction to the
Protocol for
Accommodations in
Reading (PAR)**

OKLAHOMA STATE DEPARTMENT OF
EDUCATION

Revised: 9/18/14

Welcome to a session to explain the Protocol for Accommodations in Reading.

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



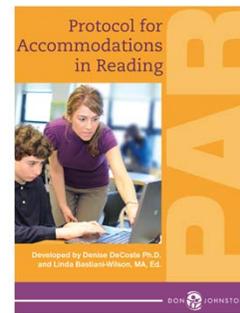
The Protocol for Accommodations in Reading (PAR) provides a process for making informed decisions about reading accommodations.

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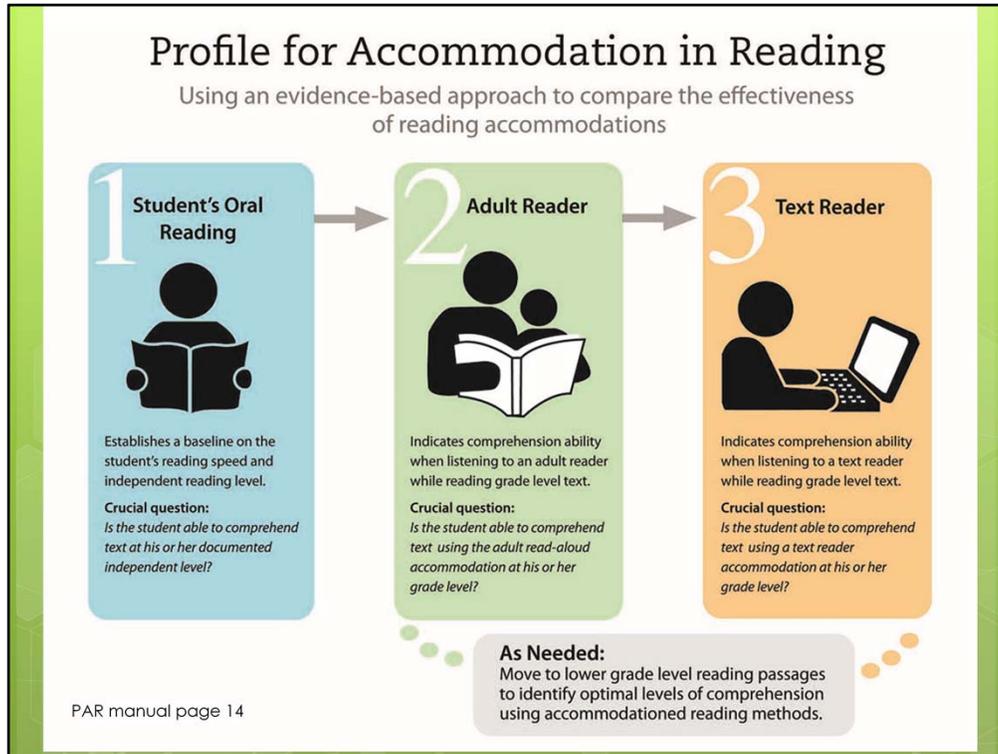
Picture illustrates an example of the PAR manual. Available for download at <http://www.donjohnston.com/par/>

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.



The PAR is a screening tool used to determine a student's optimal reading method. Teachers, staff, or specialists administer the PAR, assessing a student's reading comprehension level in three different scenarios; student read aloud, adult reader, or a text-reader format.



The PAR is an evidence-based approach to compare the effectiveness of reading accommodations. The PAR screens a student's ability to orally read a given passage, an adult reader reading to the student, or listening to the passage through a text reader and answer related comprehension questions. It may be an effective tool for educators when considering appropriate instructional strategies for struggling readers "reading to learn" information such as science, social studies or math.

Students assessed on their oral reading ability are assessed at their independent reading level, a reading level they are comfortable at, rather than their grade level expectation, as in the case of the adult reader and text reader formats. However, in the Oral reading section of the PAR manual a student may begin the oral reading process over, beginning at a lower grade level if the student responds incorrectly for three consecutive questions, or the student is clearly frustrated.

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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).



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Student appropriate for a PAR screening include:

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

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Purpose of PAR

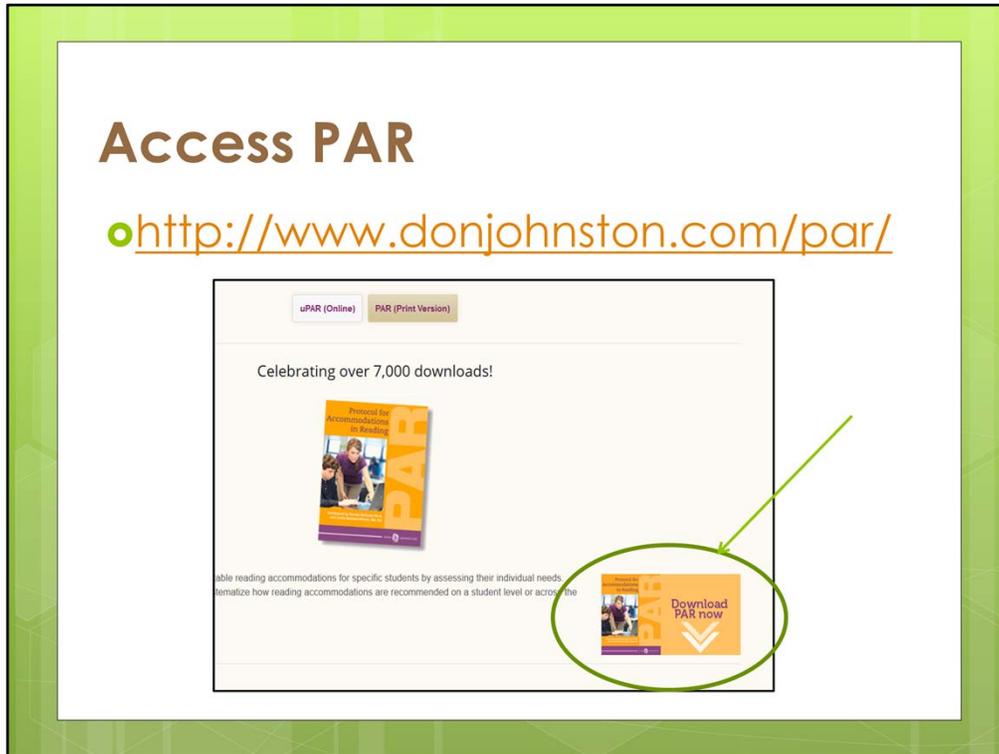
- To examine the effectiveness of reading accommodations to help a student access the curriculum, not to test reading ability or identify reading interventions.

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The purpose of a PAR screening is to examine the effectiveness of reading accommodations to help a student access the curriculum, not to test reading ability or identify reading interventions. It is a protocol to help teachers make informed decisions on accommodated reading strategies, not a diagnostic reading tool. PAR is a tool to assist IEP teams in making informed decisions on appropriate reading accommodations for reading.

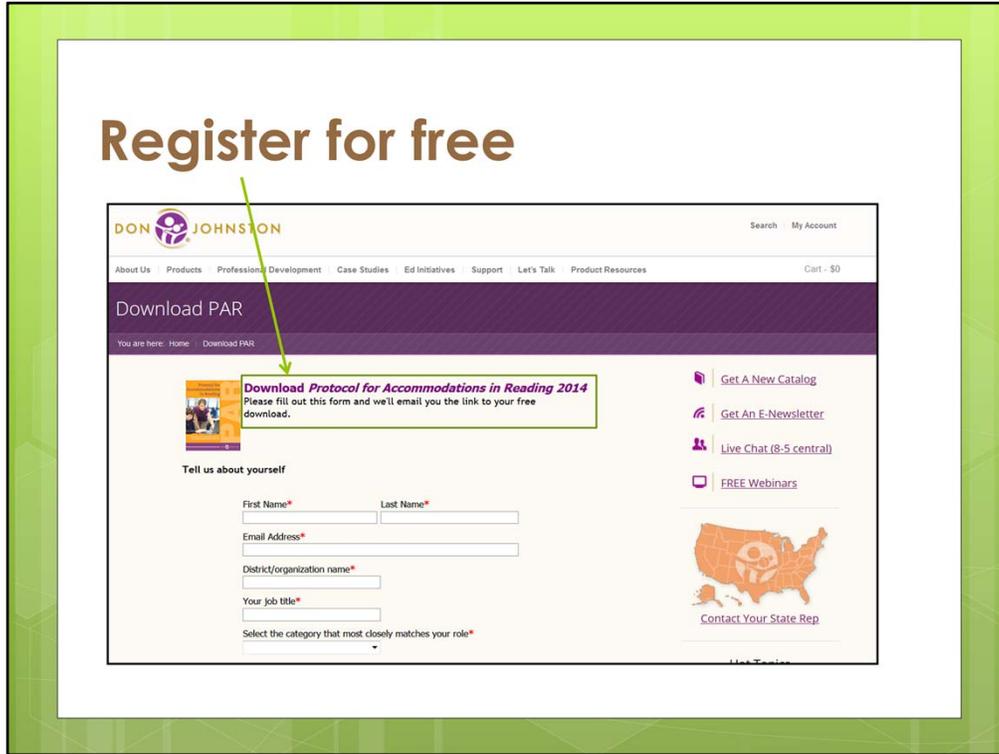
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Introduction to the Protocol for
Accommodations in Reading (PAR)



PAR is available as a free download at <http://www.donjohnston.com/par>. Once at the site, click on the “Download PAR now” icon.

Introduction to the Protocol for Accommodations in Reading (PAR)



The download file is available for free, but requires a short registration process. Complete the required information in each cell and a confirmation to retrieve the file will be sent to your e-mail.

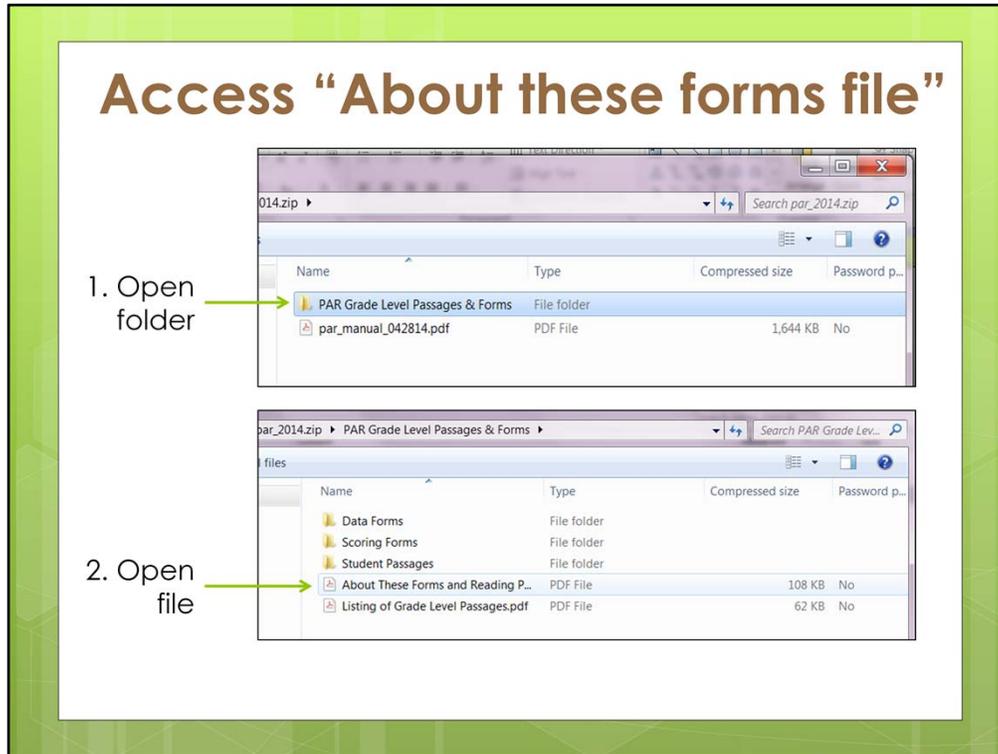
Download file to computer

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.



After you have received an e-mail notification from PAR, you will be able to download the file. If your computer is a Windows format, click save to save the file to your computer. Once saved, open the .zip file and extract all files. If you are using a Mac computer the file should download automatically.



Once a user opens the PAR zip file, there are multiple documents which appear.

1. Open the PAR grade level passages and forms folder
2. Open the file “About these forms and reading passages.”

Introduction to the Protocol for Accommodations in Reading (PAR)

Getting Started

Grade Level Passages
For use with Protocol for Accommodations in Reading (PAR)

The Protocol for Accommodations in Reading (PAR) is intended to help educators make informed decisions about reading accommodations. This protocol calls for the use of grade level reading passages. Listed below you will find additional information regarding these grade level reading passages.

In this document you will find:

- Getting My Files Ready
- Which File Format should I use with my Text Reader?
- About Grade Level Passages

Getting My Files Ready
Forms and passages are organized in folders. The following table describes what is included in each folder and provides suggestions on what to print in order to administer PAR.

	Data Forms
	Scoring Forms
	Student Passages
	About These Forms and Reading Passages.pdf
	Listing of Grade Level Passages.pdf

	What is included:	How to prepare:
Data Forms	PAR Background Data PAR Administration Results Libert Graphic	Print 1 of each for each student assessment. <i>Suggestion: Print multiple copies of each so that you are ready for multiple administrations.</i>
Scoring Forms	Scoring Forms for each grade level passage.	Print out scoring forms that correspond to selected passages. <i>Suggestion: Print one master copy of the entire collection. Replace as you use specific documents.</i>

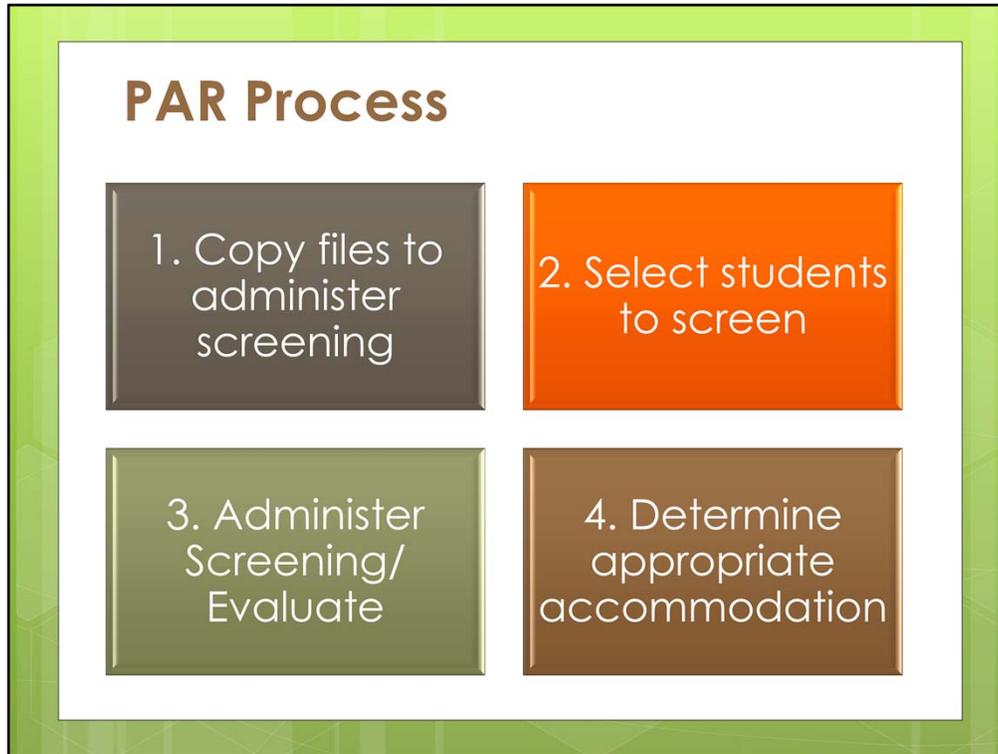
Protocol for Accommodations in Reading
donjohnston.com/par

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04.2014

File name: "About These Forms"

Purpose: Gives guidance on getting started with PAR

The file "About these forms" gives overall guidance on getting started with PAR. The three page document gives guidance on getting started, understanding the contents of each folder, and suggested recommendations for the preparation of PAR administration.



The PAR process is broken into four steps.

1. Begin the PAR by copying the appropriate files to administer the screening.
2. Select students to screen.
3. Administer the screening and evaluate the results.
4. Summarize results from the screening by determining the appropriate accommodation.



1. Copy files to
administer
screening

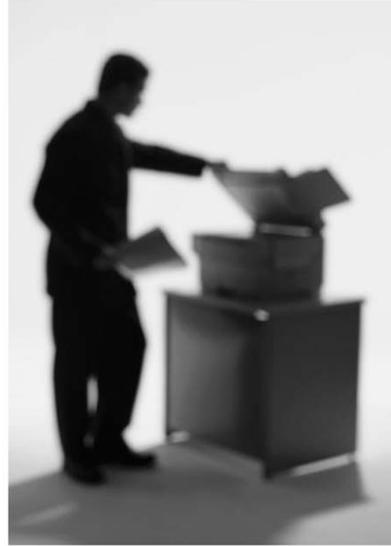
File organization prior to screening

A few logistics to consider

The first step in the PAR process is to copy the files from the .zip file to administer the screening. Prior to screening there are a few logistics to consider regarding the organization of the printed files.

Make copies of forms

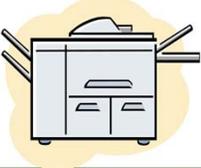
- **PAR background data** (1 for each student)
- **PAR administration results** (1 for each student)
- **PAR Likert graphic** (1 copy laminated, can be reused)



File organization requires copies of forms needed for the PAR screening. A PAR background data sheet will be needed for each student. A PAR administration results sheet will be needed for each student. Finally, a PAR Likert graphic will be needed for the screening. One copy only is needed, as it can be reused.

Data forms location

Name	Type
PAR Admin Results Form.doc	Microsoft Word 97 - 2003 ...
PAR Admin Results Form.pdf	Multiple Copies
PAR Background Data Form.doc	Microsoft Word 97 - 2003 ...
PAR Background Data Form.pdf	Multiple Copies
PAR Likert Graphic.pdf	1 copy laminated

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

Each of the three forms can be found in the zip file in the folder entitled “data forms.”

You will need to open and print each file. Multiple copies of the PAR administration results and PAR background data will be needed for each student. Only one copy of the PAR Likert graphic is needed. After copies have been made, organize the copies in a file folder system for easy access.

Make a file of reading passages

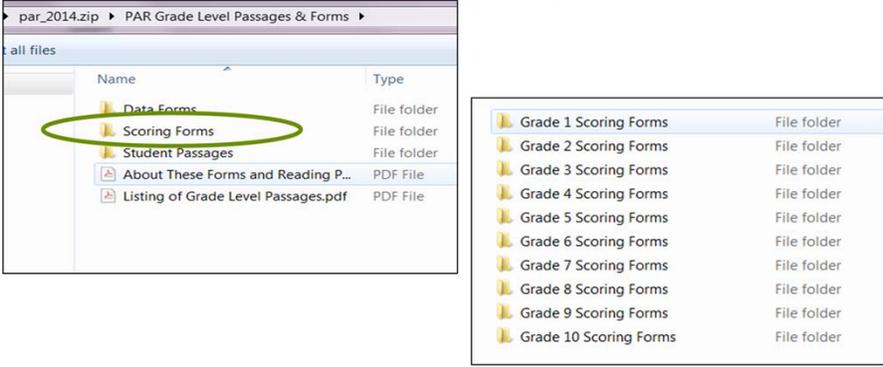
par_2014.zip > PAR Grade Level Passages & Forms > Student Passages > RTF > TEXT > Grade Level 1 Passages through 9 Passages

1. Open file.
2. Print 1 copy.



Access to different grade level reading passages will be needed during the screening process. It would be best to print a hard copy of each grade level passage and file it in a notebook for access during the screening session. To access grade level passages, open the file “student passages”, open the “rich text format” files and then print two samples for each grade level. Hard copies of each grade level passages can be reused for multiple test sessions.

Make a file of scoring forms



Name	Type
Grade 1 Scoring Forms	File folder
Grade 2 Scoring Forms	File folder
Grade 3 Scoring Forms	File folder
Grade 4 Scoring Forms	File folder
Grade 5 Scoring Forms	File folder
Grade 6 Scoring Forms	File folder
Grade 7 Scoring Forms	File folder
Grade 8 Scoring Forms	File folder
Grade 9 Scoring Forms	File folder
Grade 10 Scoring Forms	File folder

1. Open file. 2. Print.



Each copy of the student grade level reading passage will need the accompanying scoring form. Organize the forms by grade level similar to the reading passages. Two notebooks can be created, one for the student and one for the screener. Scoring forms are written on for reporting purposes, so multiple copies will be needed of each document. Users can access the scoring forms by opening the scoring forms file and then opening and copying documents for each grade level.

Students identified for screening include:

2. Select students to screen

- 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.

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Administer the PAR screening to 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.
- in reading interventions who are struggling to keep up in content level classes.

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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>

Students considered for the Oklahoma State Testing Protocol Nonstandard Accommodations must meet 3 prongs of eligibility:

1. 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>

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>

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>

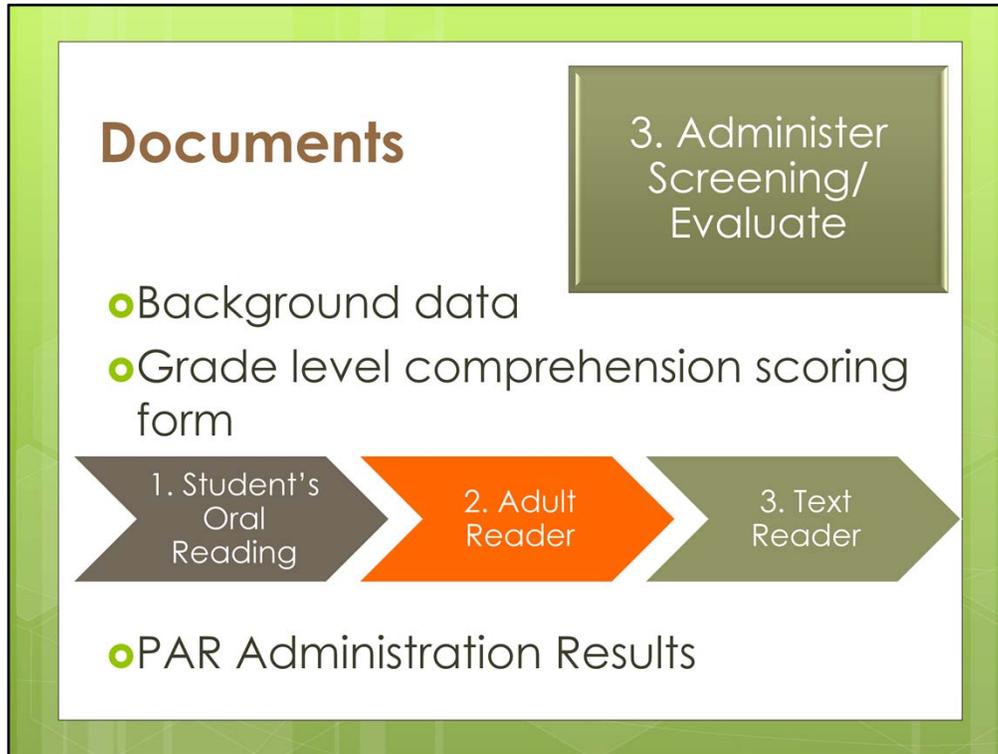
OSTP Nonstandard Accommodation Requirement

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>

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 for consideration by the State Department of Education.

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



Once students have been selected for the PAR screening, administer the screening. Prior to administration it is helpful to recognize that there will be several documents required for completion of this process. Documents required for PAR administration include:

- Background data;
- A grade level comprehension scoring form for each of the three scenarios: student's oral reading, adult reader, and text reader; and
- PAR Administration results.

Complete background data

Protocol for Accommodations in Reading (PAR)

PAR Background Data

Student:	Grade:	Sex: MF	Date:
School:	Student ID:	ELL	Y N
Primary disability:			
Reading accommodations on IEP:			
Reading interventions currently in use:		Frequency:	
Current Levels and Assessments			
Date	Assessment	Score	
	Educational testing (Reading subtests)		
	Psychological Testing		
	Verbal Performance		
	Memory		
	Other		
Experience with Accommodations			
Type	Frequency - per month/week/day	Comments	
Verbatim Adult Reader			
Text Reader e.g. (Read Out Loud, Kurzweil, Read Write Gold)			
Audio Books			

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- 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

The PAR background data is completed prior to the screening session. One data form is required for each student. The purpose of the form is to document the student's disability type, relevant evaluation data, and prior experience with reading accommodations. The form can be accessed in the PAR Grade level passages and forms folder and the data forms folder. The document is entitled "PAR Background data." Completion of the document is important to determine which grade level passage to administer at the student's independent oral reading level.

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.

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Prior to conducting the screening with the student, it is important to allow ample time. Each reading passage requires about 15 minutes. The PAR can be administered across all three conditions in about 45 minutes. However; the PAR can be administered over 2-3 shorter sessions.

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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

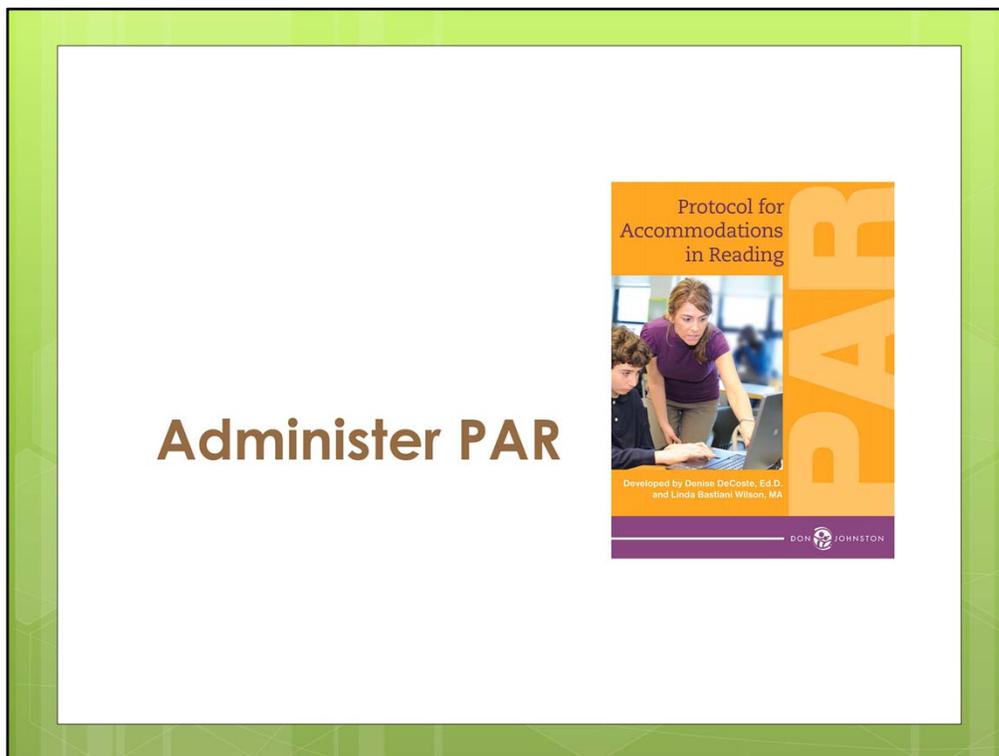


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Materials required for the initial screening include:

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

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Administer PAR

You are ready to administer the PAR.

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.”

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Once the student has entered the screening session explain to the situation to the student:
“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.”

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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

Complete the top portion of the PAR Administration results.

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

2nd grade reading passage example

A Visitor from Space

“What do you think this story will be about?”

The first task of the screening is to assess student’s level of oral reading ability. You will monitor the student’s ability to decode the given words, record the number of words read in one minute, and assess level of understanding of the material read.

Begin this first task by providing a reading passage on the student’s independent reading level. Cover the text leaving only the title. Ask the student. “What do you think this story will be about?”

Oral reading (student)

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

2nd grade reading passage example

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 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.

“Read this out loud. I’ll ask you some questions when you’re done.”

Uncover the text of the reading passage and tell the student, “Read this out loud. I’ll ask you some questions when you’re done.”

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 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.

The student should finish reading out loud the entire reading passage. While the student is reading, you will note misread words, substitutions and omissions on the grade level scoring form.

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**

The entire task of the student's oral reading screening includes a sequence of three events:

1. Using a timer, record the number of words read per minute.
2. The student rates whether they liked reading aloud.
3. The student will be asked to answer several comprehension questions related to the reading.

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

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Using a timer, circle the last word read at the end of one minute on the grade level scoring form. Count the total number of words read. Typical words per minute target rates for each grade level are listed on the slide.

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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)
Misread Words/Omissions/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

The task of student performance is documented using the grade level scoring form for each selected passage. On this form, enter the student's name and date. Circle the testing condition and record the number of words read in one minute at the top. As the student reads the passage, you may choose to check each correct word and note any substitutions or omissions, but it is not required.

Student rates

“Tell me how you liked reading to yourself.”

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



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			

Question Type	Correct	Incorrect
Main Idea		
Fact		
Inference		
Vocabulary		

Likert Scale Rating:			
1 	2 	3 	4 

Record response on scoring form

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

The student uses the Likert scale to determine whether they liked or disliked the reading modality. (Reference the laminated graphic). Ask the student, “Tell me how you liked reading to yourself.” Student’s response is recorded on the grade level scoring form.

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.



On the grade level scoring form there are several reading comprehension questions to ask the student. Do not take away the paper text, as students are allowed to reference back to the reading as questions are asked. Begin asking the student the comprehension questions. If the student responds incorrectly for three consecutive questions, or the student is clearly frustrated, stop and begin the oral reading process over beginning at a lower grade level.

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

The student will be asked to answer several comprehension questions related to the reading. Incorrect or correct responses will be marked accordingly on the grade level scoring forms document. Circle the total number of correct responses at the bottom. (Ignore the colors for now, reference to the colors will be made later).

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

5th grade reading passage example

A Hurricane Plan

“What do you think this story will be about?”

The next task is to have an adult read the passage to the student. The student will be given a copy of the paper text at his/her grade level, not independent reading level as was the case in the oral reading example. Before reading, cover the passage and read the title , “A Hurricane Plan.” Ask the student, “What do you think this story will be about?”

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.

5th 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



Uncover the text of the passage and begin reading the passage at a rate that is 20% faster than the rate the student's oral reading rate.

Note: 20% is the percentage provided in the PAR manual. It is interpreted as a rate "slightly faster" than the student's oral reading rate.

Student rates

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

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	3-6 Correct	
Red	1-2 Correct	

Question Type	Correct	Incorrect
Main Idea		
Fact		
Inference		
Vocabulary		

Likert Scale Rating:

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

Record response on scoring form

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

After the reading, direct the student to the Likert scale. Ask the student, “Tell me how you liked having someone read to you out loud.” Document the student’s response on the scoring form.

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.



The session will continue with comprehension questions related to the grade level reading excerpt read by the adult. Do not take away the paper text. The student may access this as a reference as questions are asked. If 3 consecutive responses are incorrect or frustration is evident, stop and administer the screening at a lower grade level.

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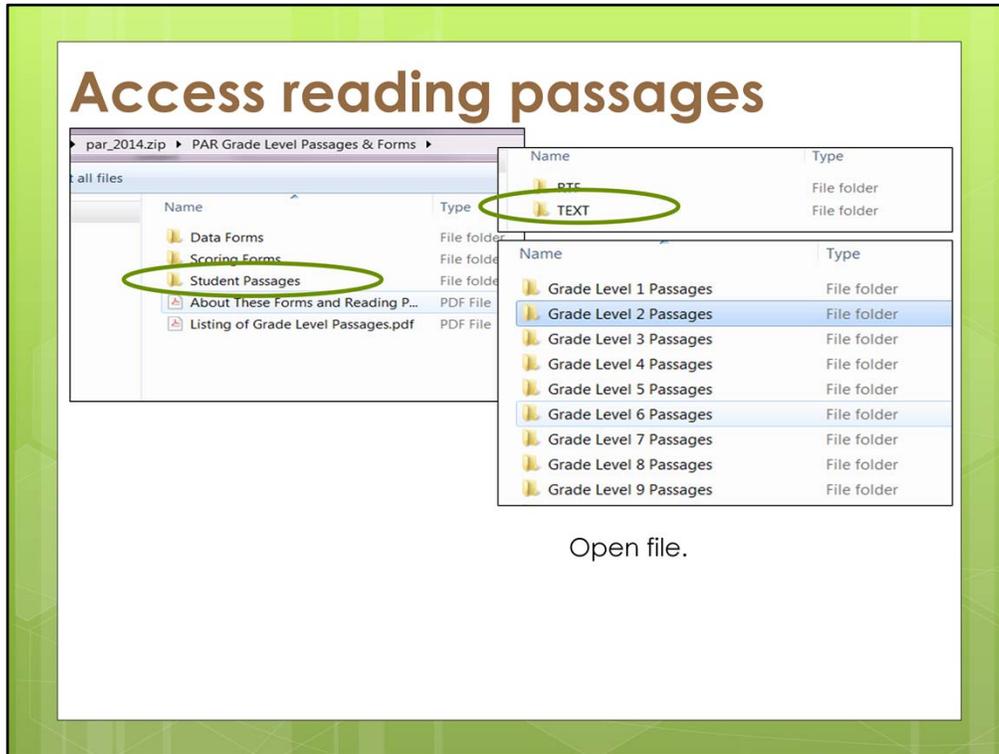
Ask comprehension questions

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
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

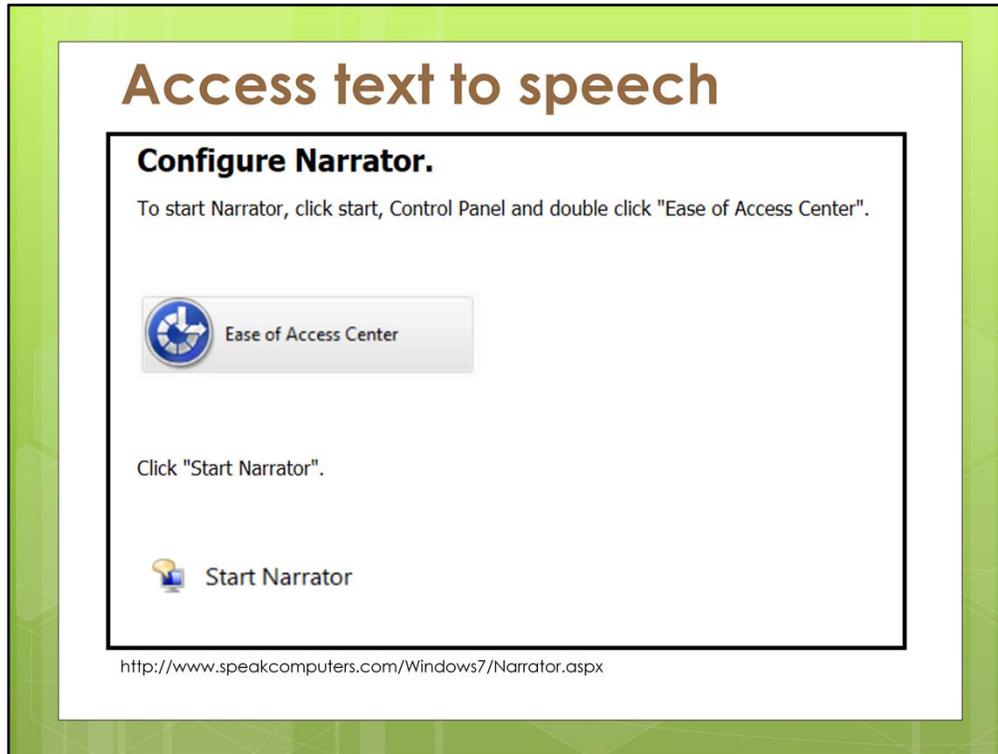
The student will be asked to answer several comprehension questions related to the reading. Incorrect or correct responses will be marked accordingly on the grade level scoring forms document. Circle the total number of correct responses at the bottom.

Introduction to the Protocol for
Accommodations in Reading (PAR)



The final screening is the text reader format. Access the electronic copies of the files by opening the folder student passage, the folder titled “text,” and the appropriate grade level passage. Use a passage at the same grade level as the Adult Reader condition.

PAR manual p. 19



Accessing text to speech on a Windows computer can be completed by clicking on the start button, selecting Control Panel and selecting "Ease of Access Center." Click "Start Narrator." Open the student file to have the text reader begin reading the selected passage.

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.

5th 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.

To determine if a text reader can be an effective alternative, 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%. Tell the student: "You will read a passage on the computer." Before reading, cover the passage on the screen and read the title. Have the student read and predict what it might be about. Ask, "What do think this story is about?"

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.

5th 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 on roads 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.

Uncover the reading passage, allow the computer to read the passage to the student at the student's current grade level.

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	3-6 Correct	
Red	1-2 Correct	

Question Type	Correct	Incorrect
Main Idea		
Fact		
Inference		
Vocabulary		

Likert Scale Rating:

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

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

After the reading, direct the student to the Likert graphic. Record the student’s response on the scoring form.

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.



Following the text reader session, the student will be asked several comprehension questions. Leave the text version on the screen. The student may access this as a reference as questions are asked. If 3 consecutive responses are incorrect or frustration is evident, stop and administer the screening at a lower grade level.

Introduction to the Protocol for
Accommodations in Reading (PAR)

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
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

The student will be asked to answer several comprehension questions related to the reading. Incorrect or correct responses will be marked accordingly on the grade level scoring forms document. Circle the total number of correct responses at the bottom.

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:

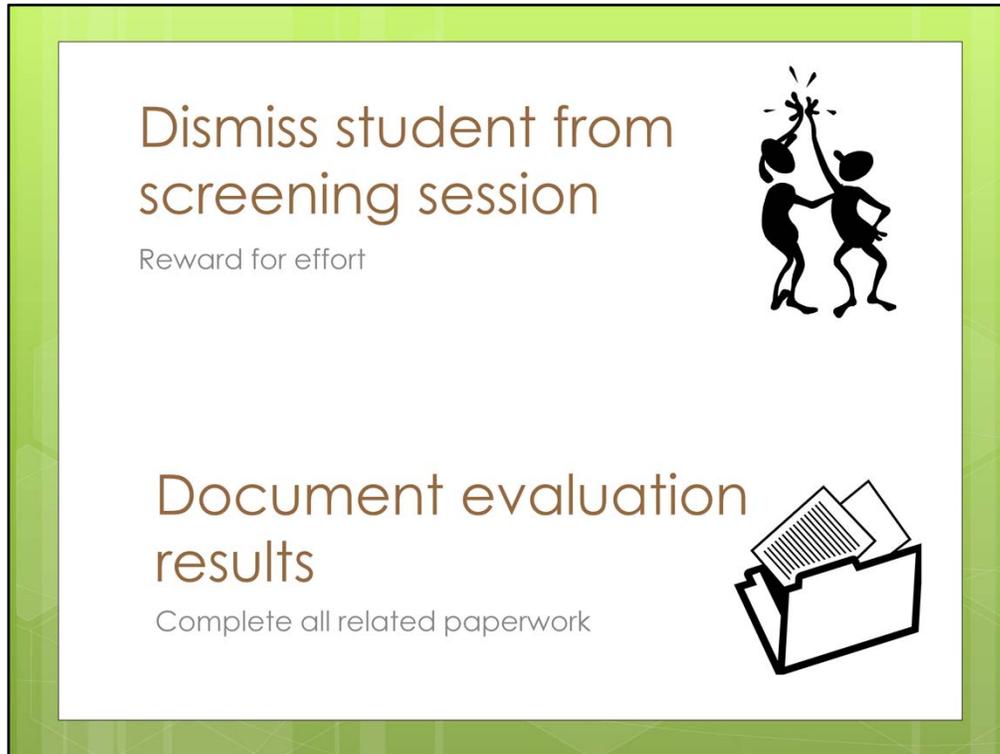
<p>Document preference on PAR Admin Results Form</p> <p>Student's preferred method of reading:</p> <ul style="list-style-type: none"><input type="checkbox"/> Reading by yourself<input type="checkbox"/> Adult reader<input type="checkbox"/> Computer<input type="checkbox"/> Other <p>Overall attitude:</p> <p>Overall engagement:</p> <p>Recommendations:</p>	<ul style="list-style-type: none"><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"/> Refusals<input type="checkbox"/> Persistence<input type="checkbox"/> Self-monitoring, self correcting<input type="checkbox"/> Distractibility<input type="checkbox"/> Other:
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PAR Grade Level Passages & Forms: Data Forms: PAR Admin Results Form

The screening will conclude with a final question for the student. Ask the student, “Which type of reading did you like best? Reading by yourself, having an adult read to you, or using the computer.” Document the preference on the PAR Admin Results Form. Document any additional observations observed during the session regarding the student’s behavior.

The category of “other” may include:

- *Audio recording of human reader*
- *Electronic tablet*
- *Repeated reading*
- *Asking comprehension questions prior to reading*
- *Silent read by student*
- *Text reader type: Kurzweil, Word Q, etc.*



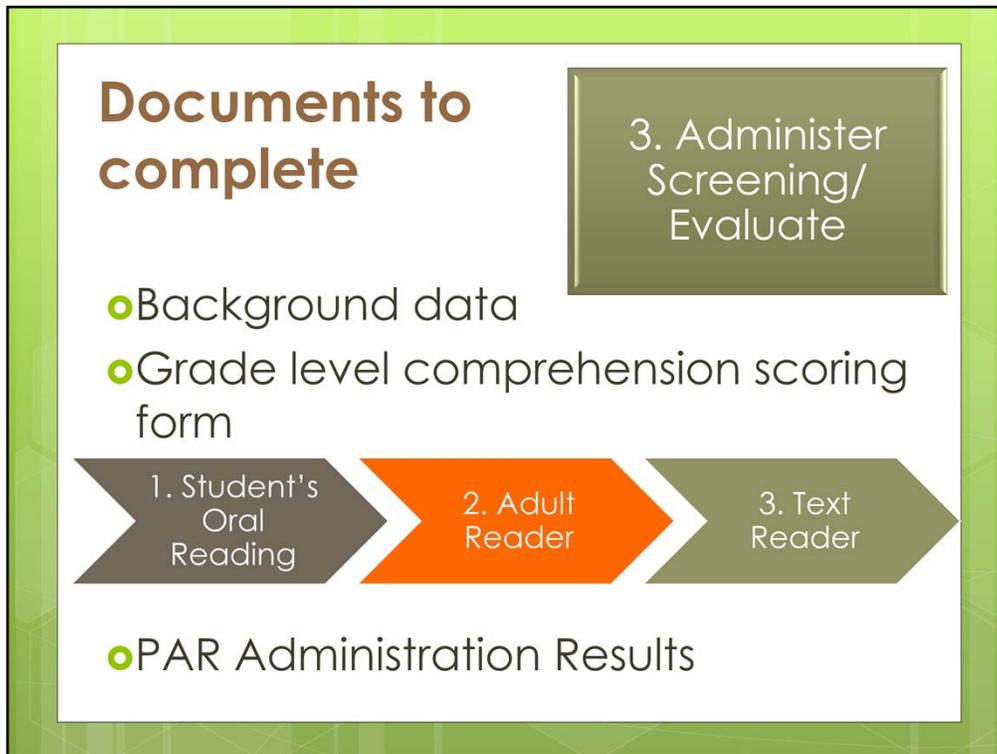
Dismiss the student from the screening session. You may choose to reward the student for their effort with a small token (candy, high five, pat on the back, etc.)

The next process is to document the evaluation results for the screening. This will require completion of all related paperwork.



This video provides an example of how a PAR administration is conducted.

Access the video at: <http://vimeo.com/71040929>



Documents to complete for the screening evaluation include:

- Background data form;
- Grade level comprehensions scoring sheets for the student's oral reading, adult reader, and text reader;
- PAR Administration results.

Record results Record results for each screening format

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

Record the results of each session:

- Student's oral reading
- Adult reader
- Text reader

Include the name of the reading passage, the grade level and the words per minute.

Identify the number of items correct, the student's Likert rating, and color associated with the comprehension accuracy rate from the bottom of the grade level scoring form.

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

Comprehension accuracy is represented in a color coded system. If a student answered 7 out of 8 questions correct, mark green because they scored in the upper quartile (75-100%).

If a student answered 4 out of 8 questions, mark yellow because they scored in the mid-2 quartiles (25-75%).

If a student answered 2 out of 8 questions, mark red because they scored in the bottom quartile (0-25%).

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

- 2nd grade example

The quartiles have been pre-calculated for each reading passage based on the number of correct responses. Guidance is available at the bottom of each scoring form. The slide provides a quartile breakdown from a 2nd grade example.

Document oral reading comprehension results

Fill in the chart using colors 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					

1. Write # correct out of # possible
2. Highlight red, yellow, or green according to quartile

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

Documentation of the quartile levels will be made on the PAR Admin results document. For each scenario, find the grade level given and write the number correct out of the number possible. Highlight red, yellow, or green according to each quartile. Repeat this process for the adult read and text reader and any other formats administered.

PAR Administration Results

4. Determine appropriate accommodation

- Complete additional observations
- Provide recommendations

Additional Observations:

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

Recommendations for Student's IEP/504 Plan:

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

At the bottom of the PAR Administration results, complete any additional observations. Provide the overall recommended reading accommodation format.

Recommendations include:

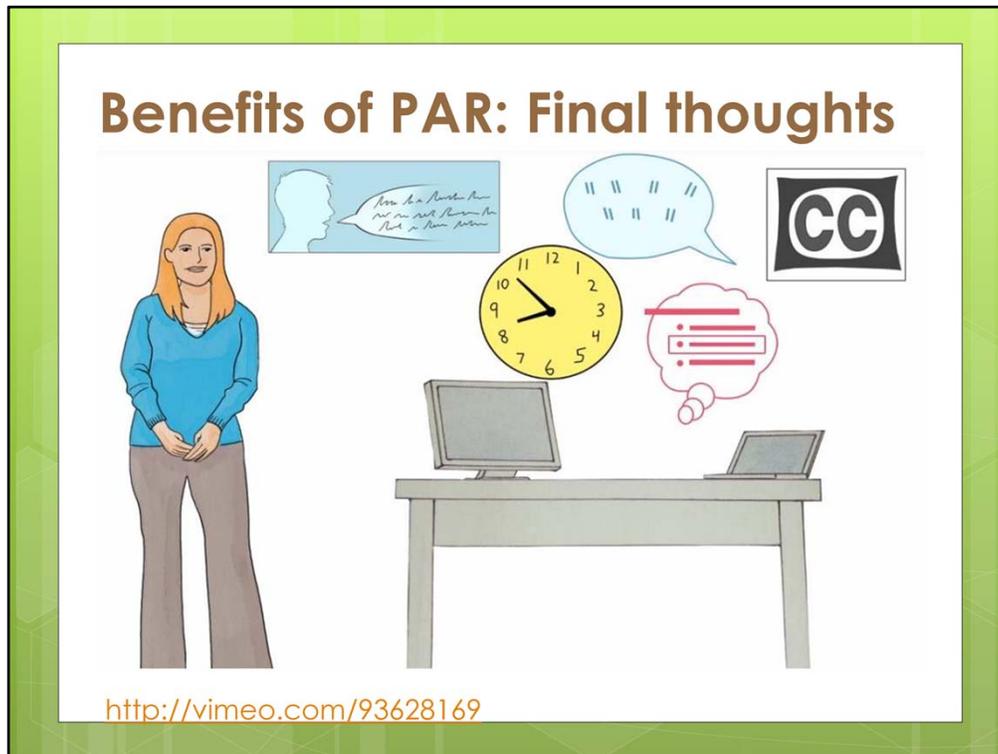
- Reading conditions that are/are not effective
- Student preferences
- Strategies to promote reading independence
- Availability for school resources
- Professional development for staff
- Strategies for home

PAR manual page 26

Recommendations for appropriate accommodations may include:

- Reading conditions that are or are not effective
- Student preferences
- Strategies to promote reading independence
- Recommendations for making accommodations and school resources available
- Professional development for staff on reading accommodations
- Strategies for home, such as links to free text reader software and how to access digital and audio texts

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The presentation concludes today with a video on the benefits and final thoughts of PAR administration.

Access the video at <http://vimeo.com/93628169>