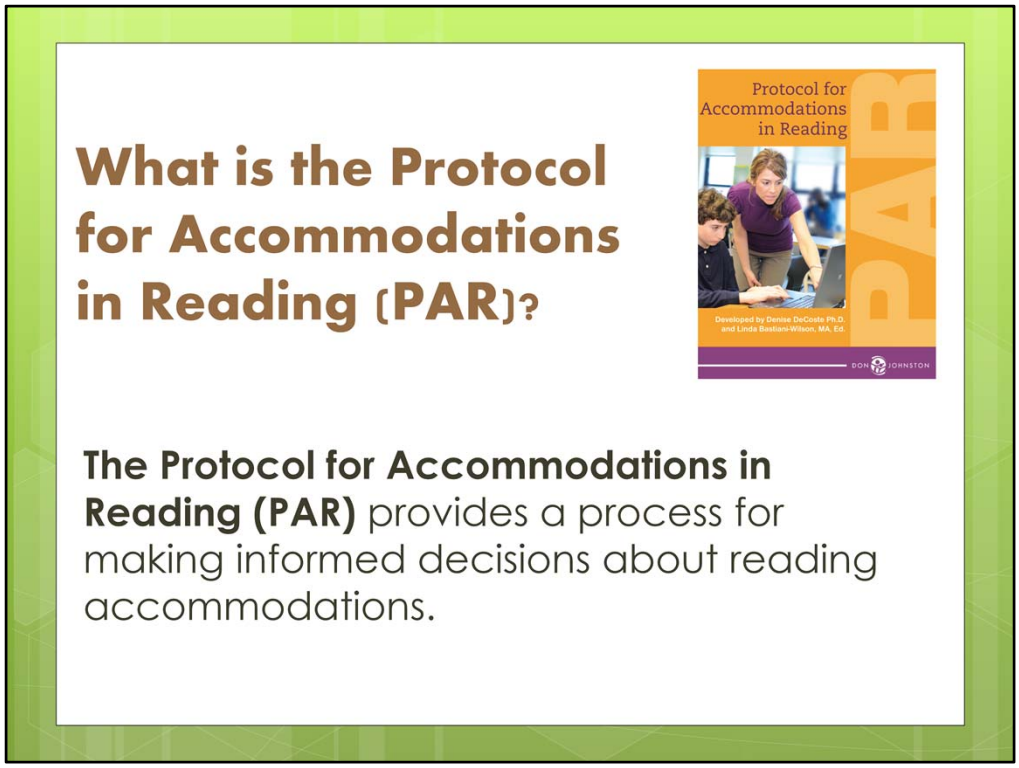
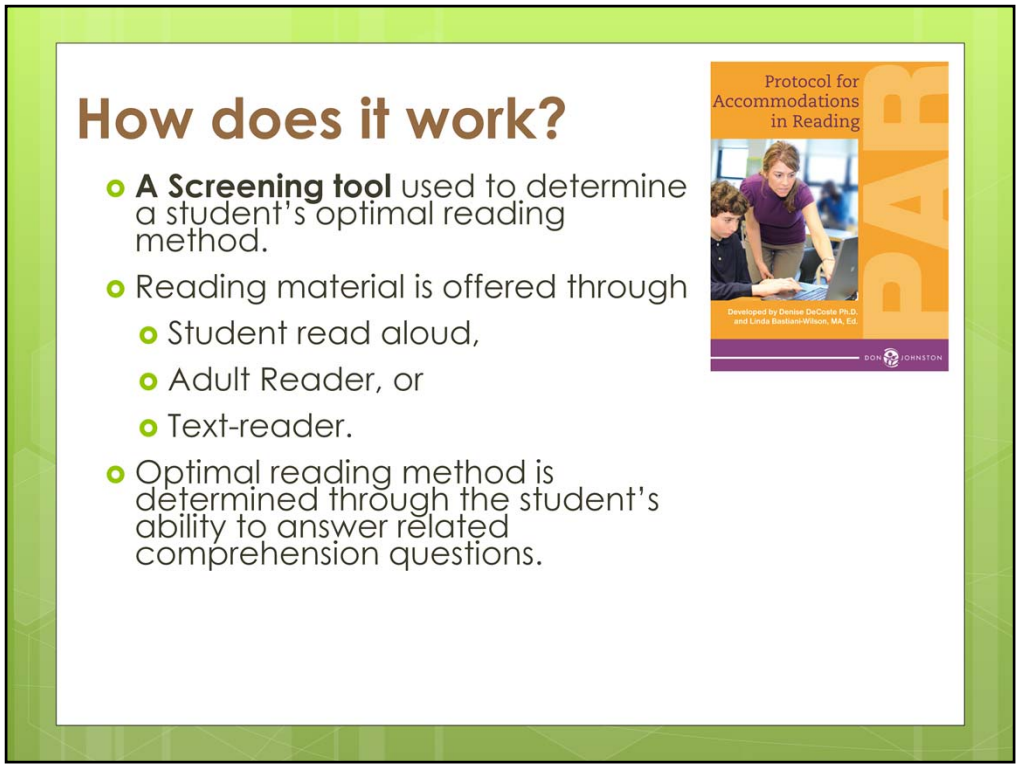
Welcome to a session to explain the Protocol for Accommodations in Reading.

Angela Kwok, Special Education Project Specialist, Oklahoma State Department of Education

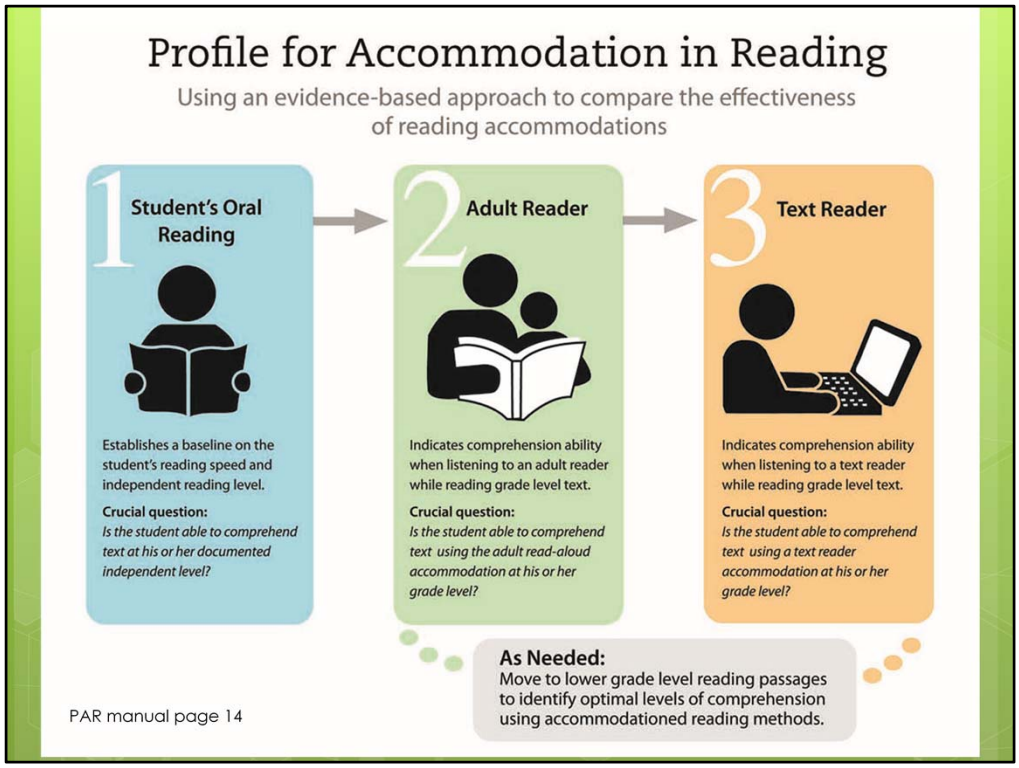


The protocol for Accommodations in Reading (PAR) provides a process for making informed decisions about reading accommodations.

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



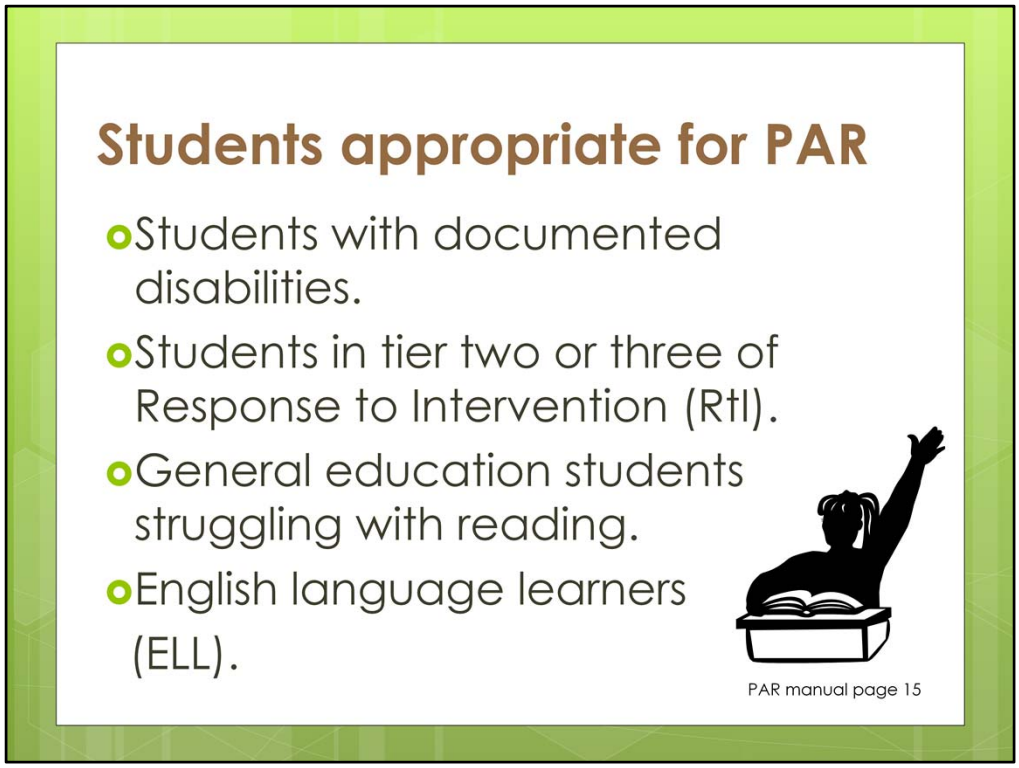
The PAR is a screening tool used to determine a student's optimal reading method. Teachers, staff, or specialists administer the PAR, assessing a student's reading comprehension level in three different scenarios; student read aloud, adult reader, or a text-reader format.



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.

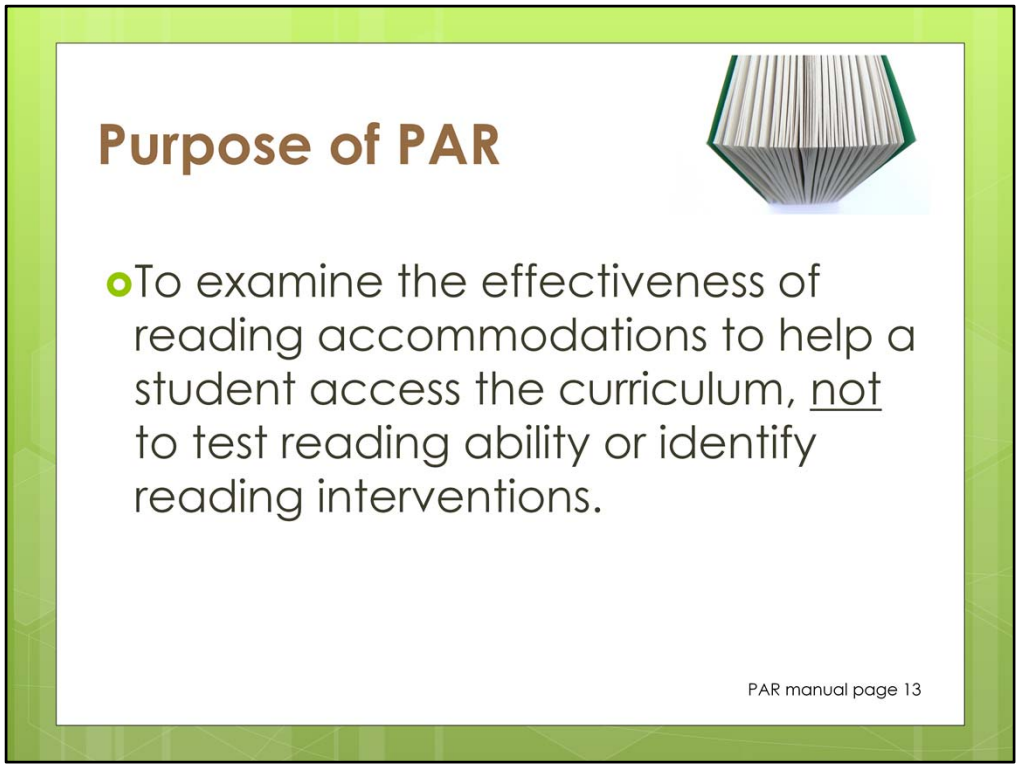
PAR manual p. 14



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.

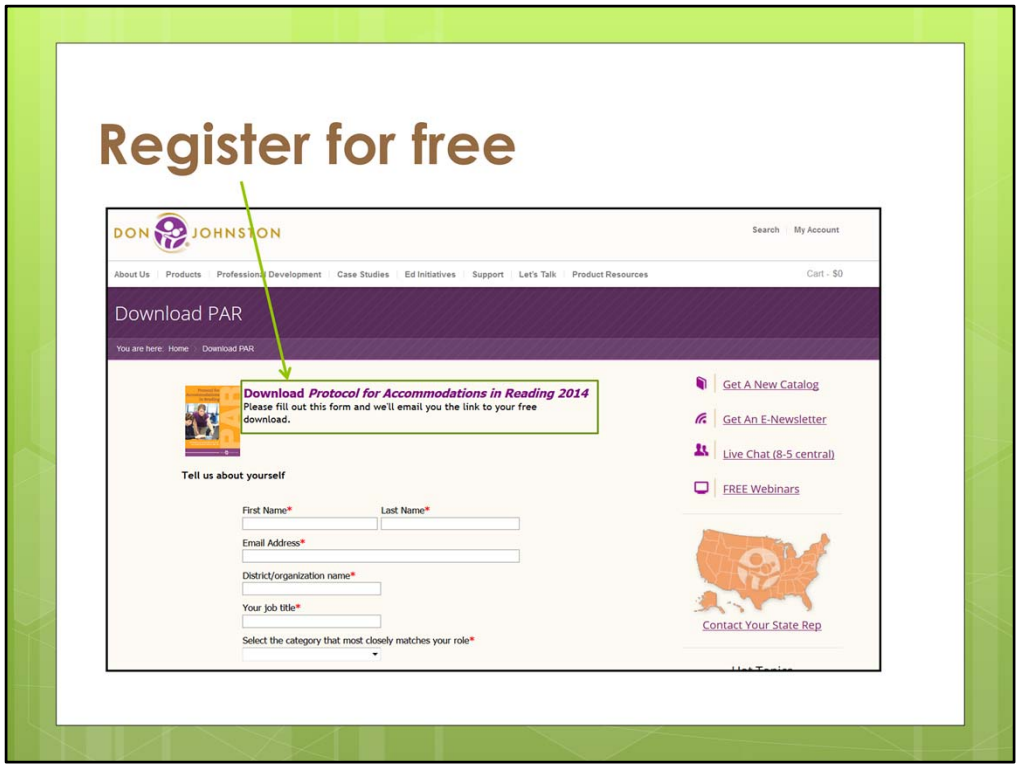
PAR manual p. 15



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.

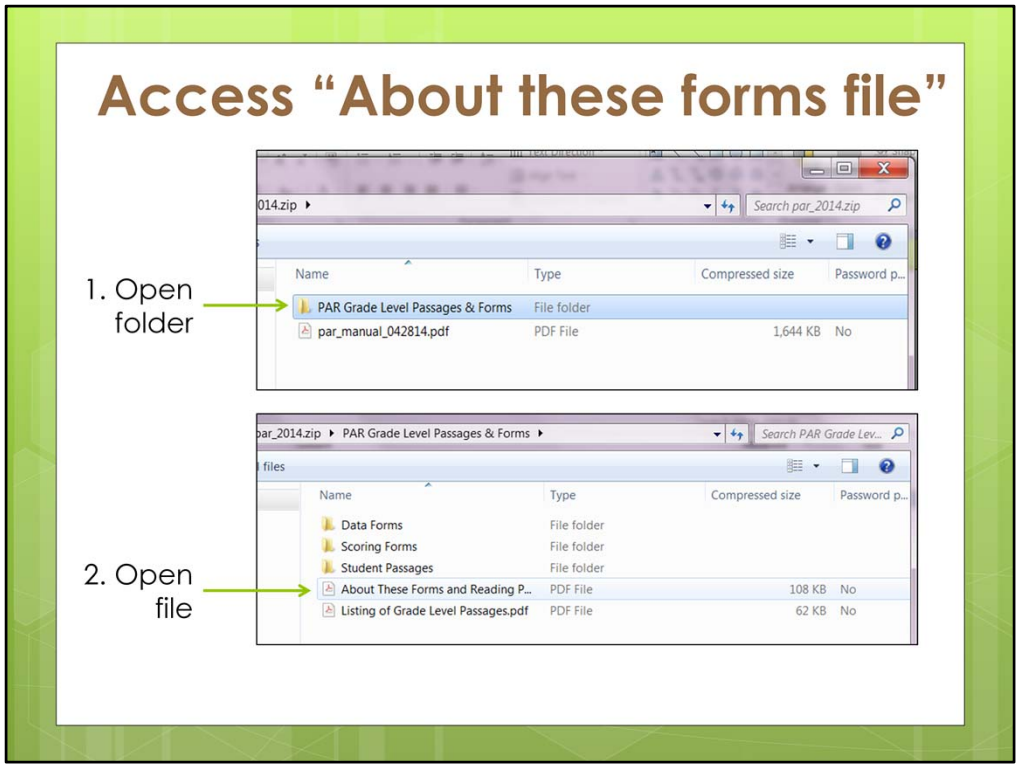
PAR manual p. 13

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



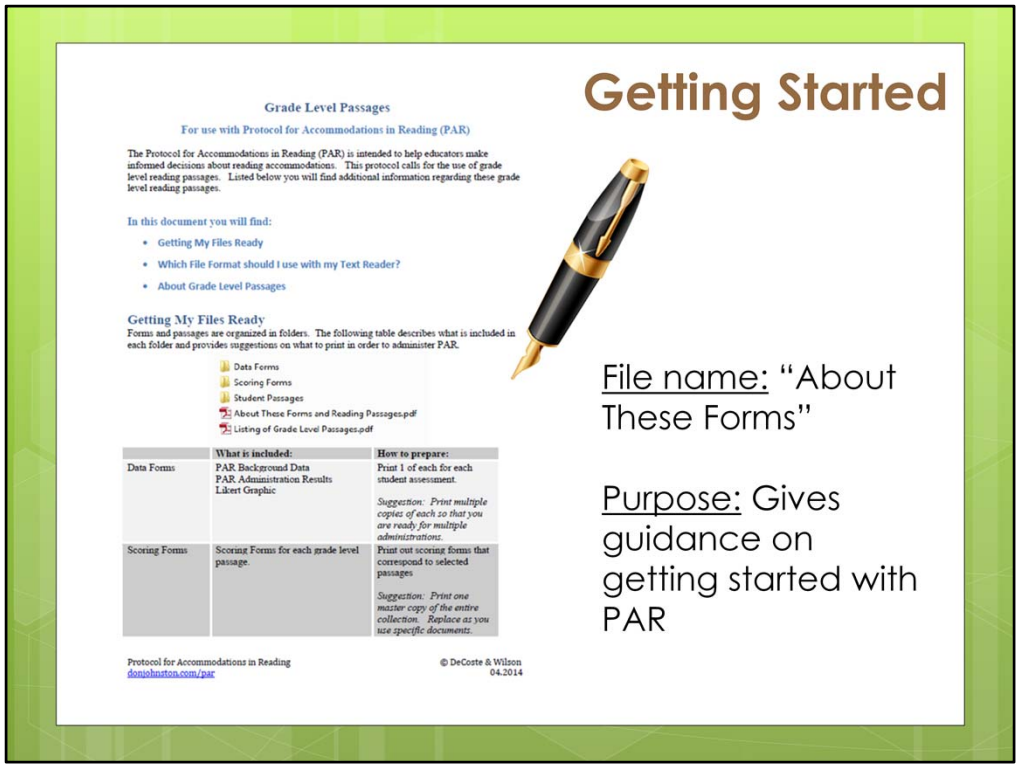
The download file is available for free, but requires a short registration process. Complete the required information in each cell and a confirmation to retrieve the file will be sent to your e-mail.

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.

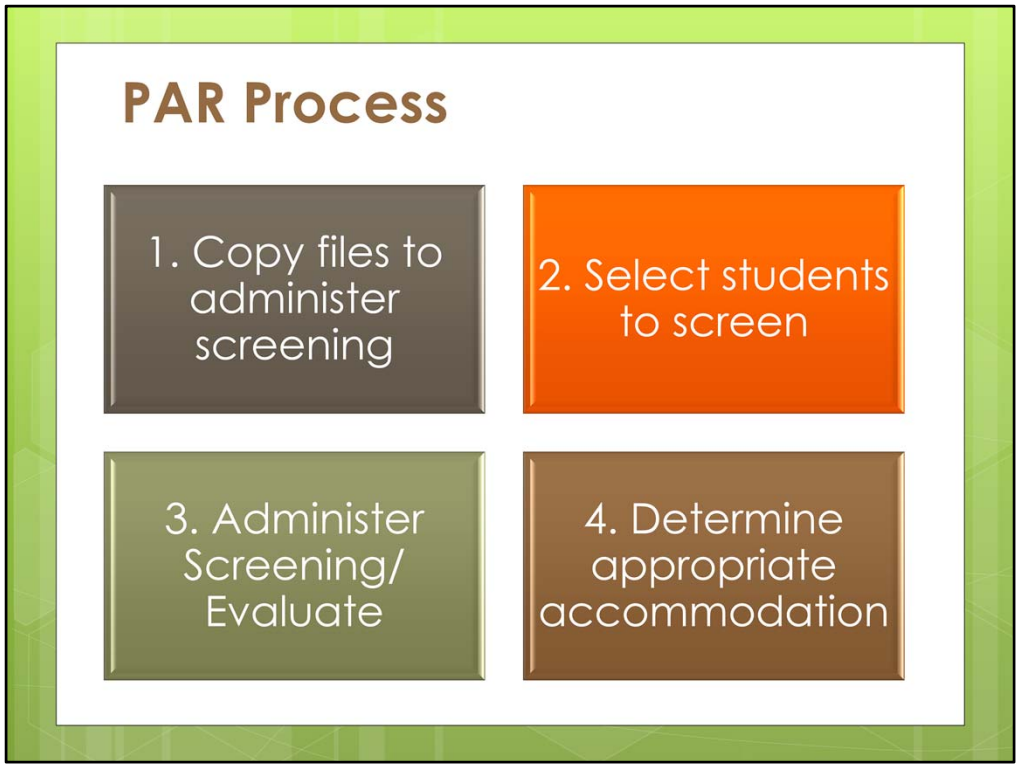


Once a user opens the PAR zip file, there are multiple documents which appear.

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



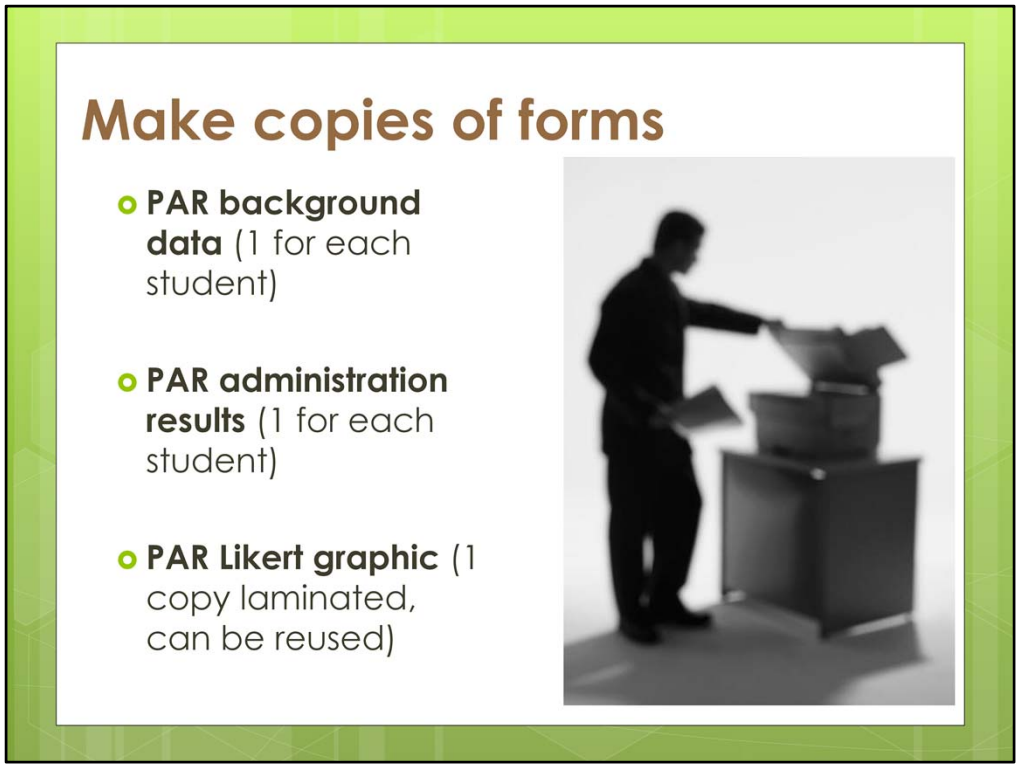
The file "About these forms" gives overall guidance on getting started with PAR. The three page document gives guidance on getting started, understanding the contents of each folder, and suggested recommendations for the preparation of PAR administration.



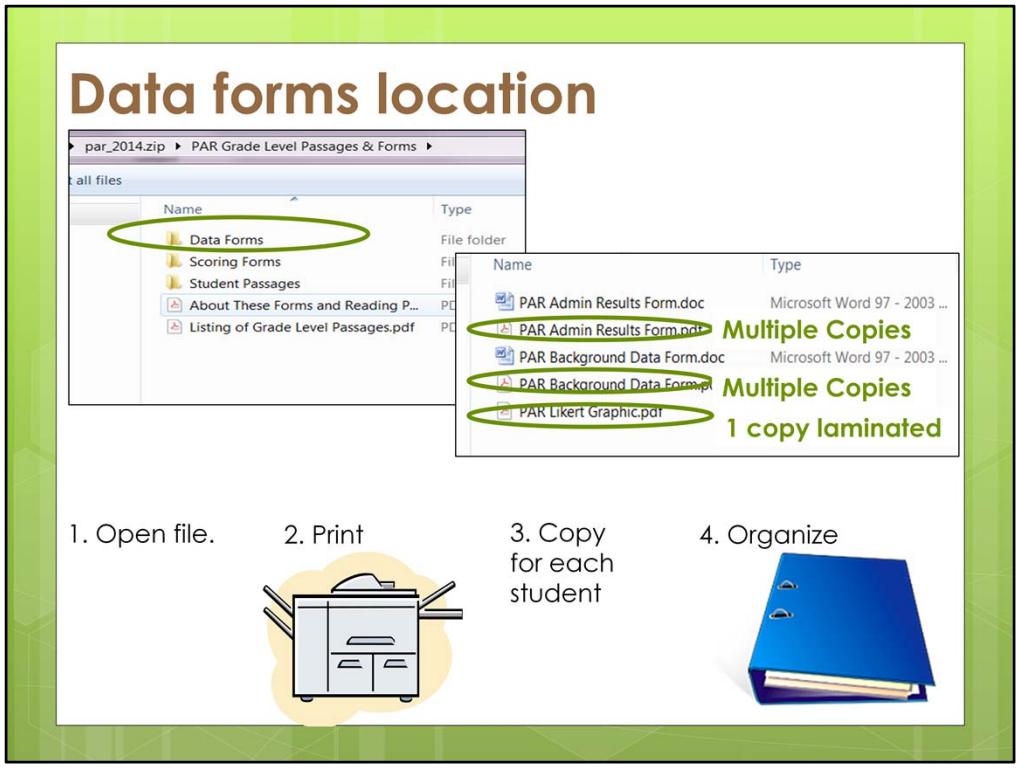
The PAR process is broken into four steps.

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.

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.

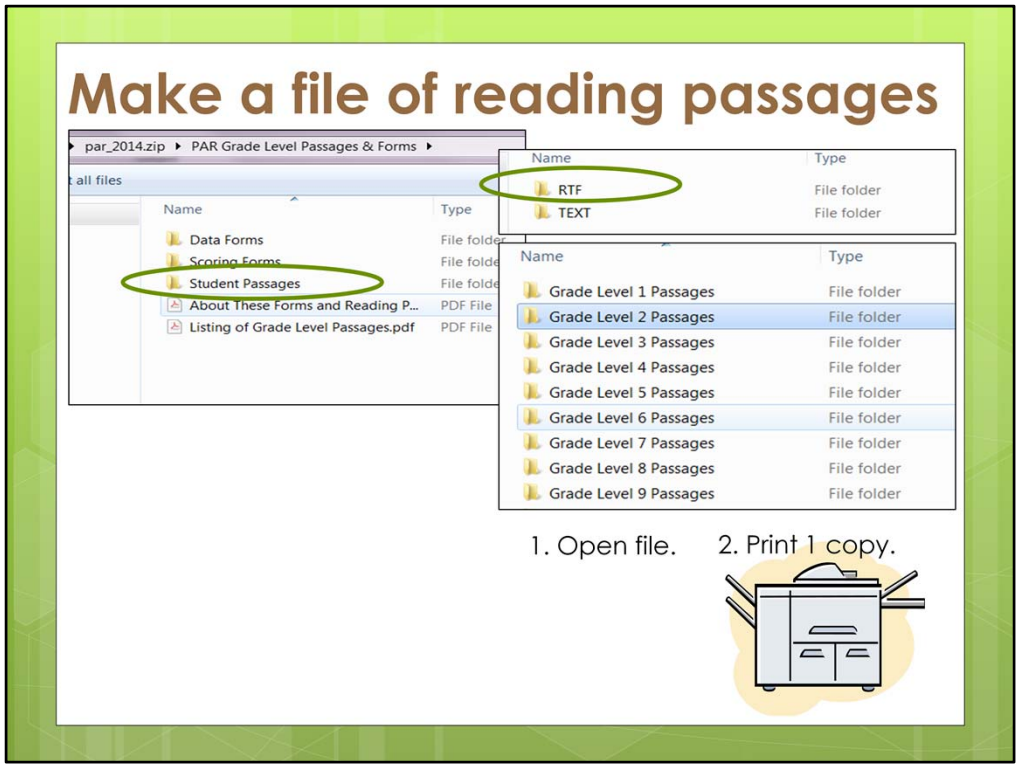


File organization requires copies of forms needed for the PAR screening. A PAR background data sheet will be needed for each student. A PAR administration results sheet will be needed for each student. Finally, a PAR Likert graphic will be needed for the screening. One copy only is needed, as it can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

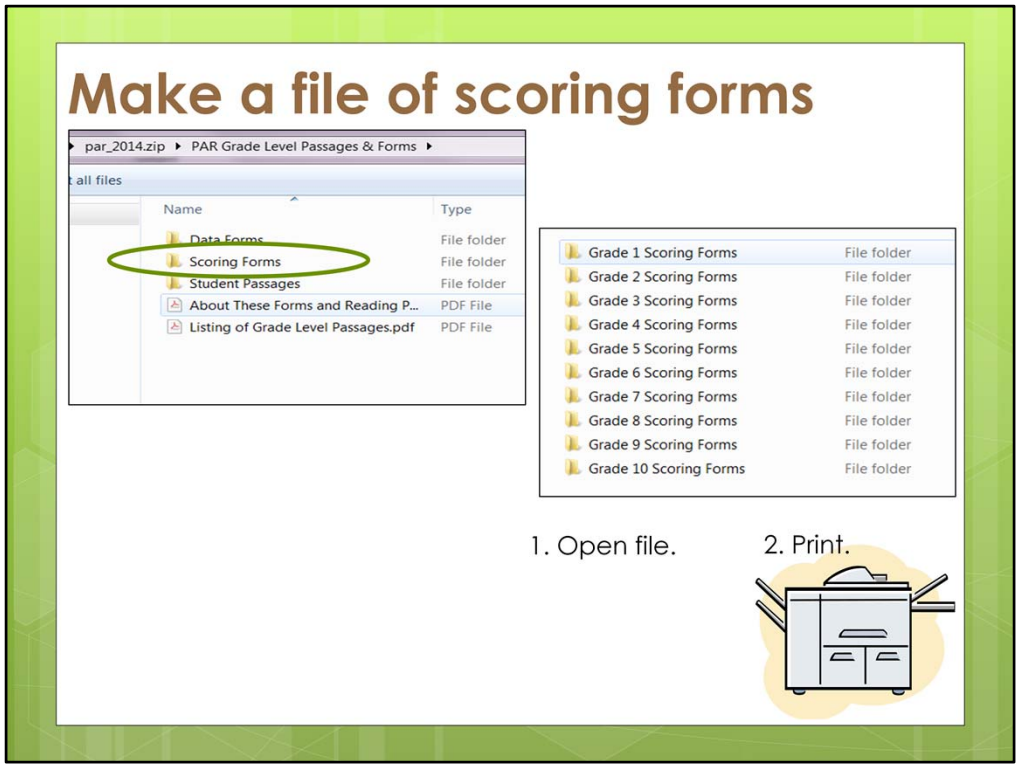


Each of the three forms can be found in the zip file in the folder entitled “data forms.”

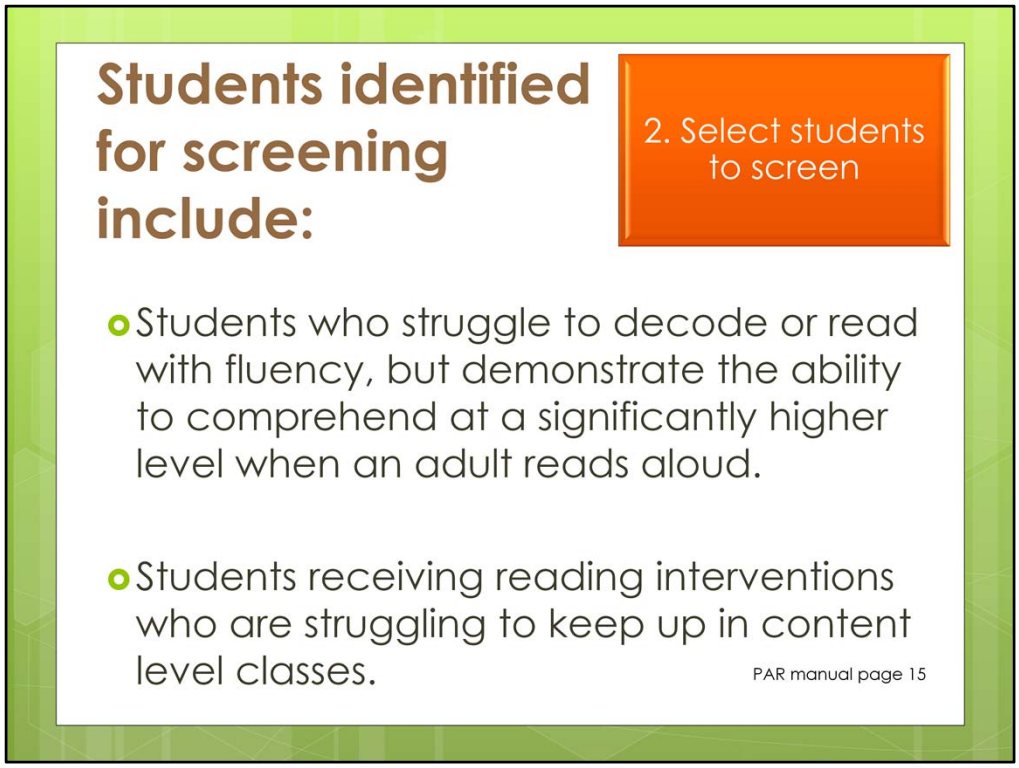
You will need to open and print each file. Multiple copies of the PAR administration results and PAR background data will be needed for each student. Only one copy of the PAR Likert graphic is needed. After copies have been made, organize the copies in a file folder system for easy access.



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.



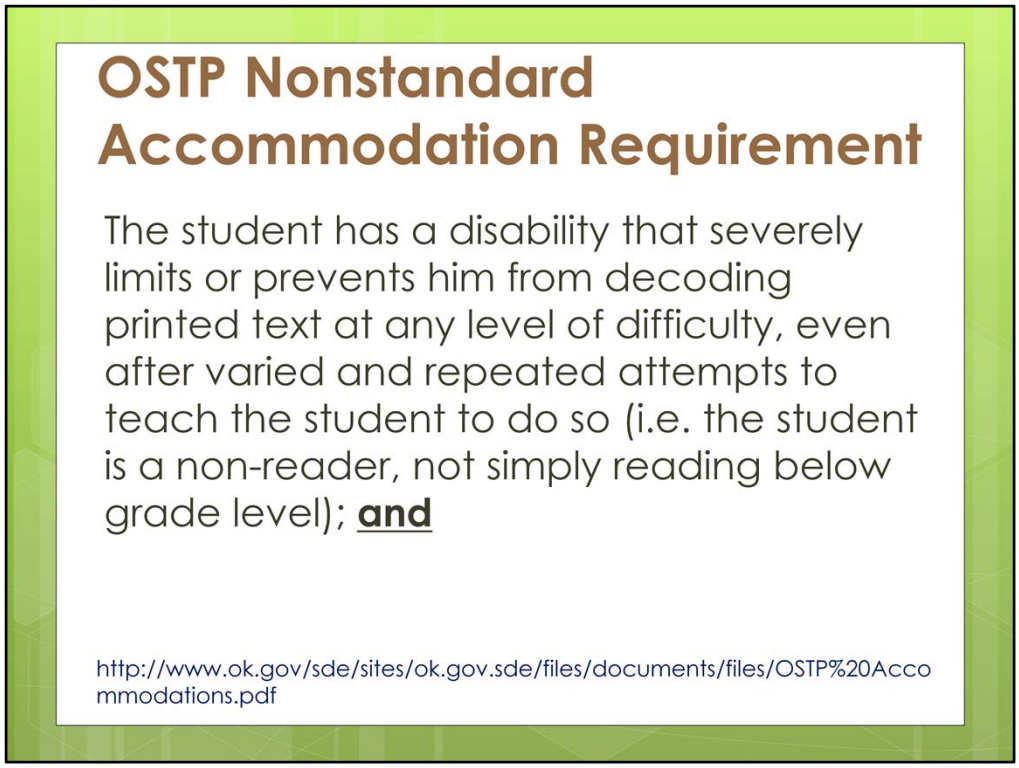
Each copy of the student grade level reading passage will need the accompanying scoring form. Organize the forms by grade level similar to the reading passages. Two notebooks can be created, one for the student and one for the screener. Scoring forms are written on for reporting purposes, so multiple 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.



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.

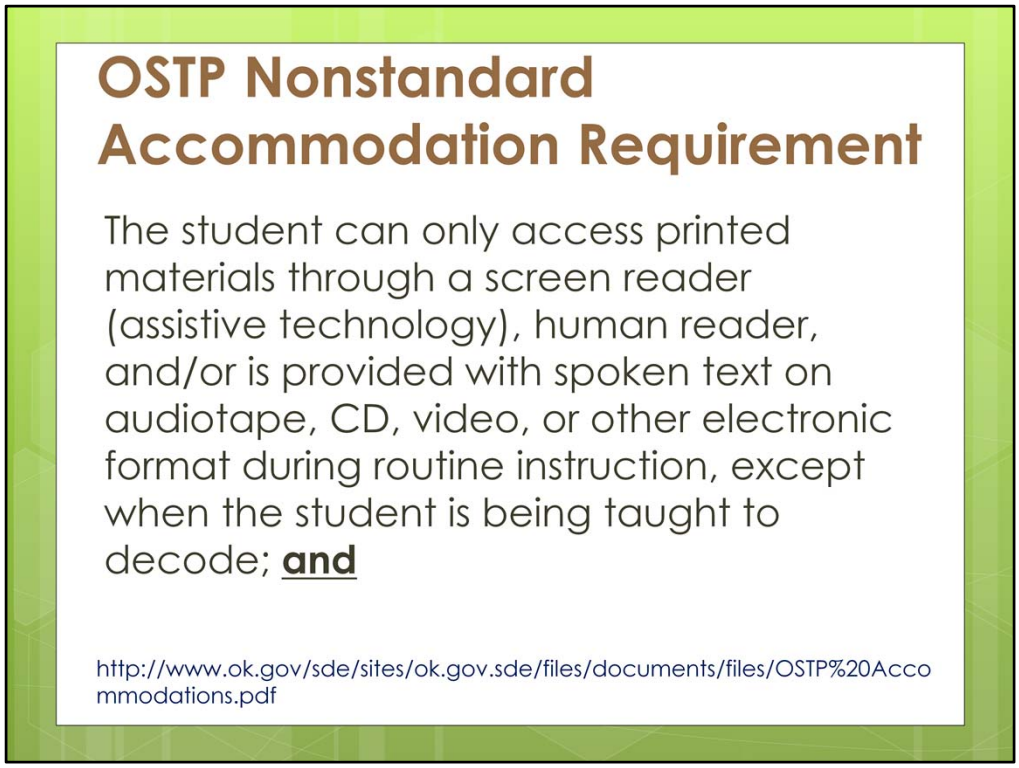
PAR manual p. 15



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

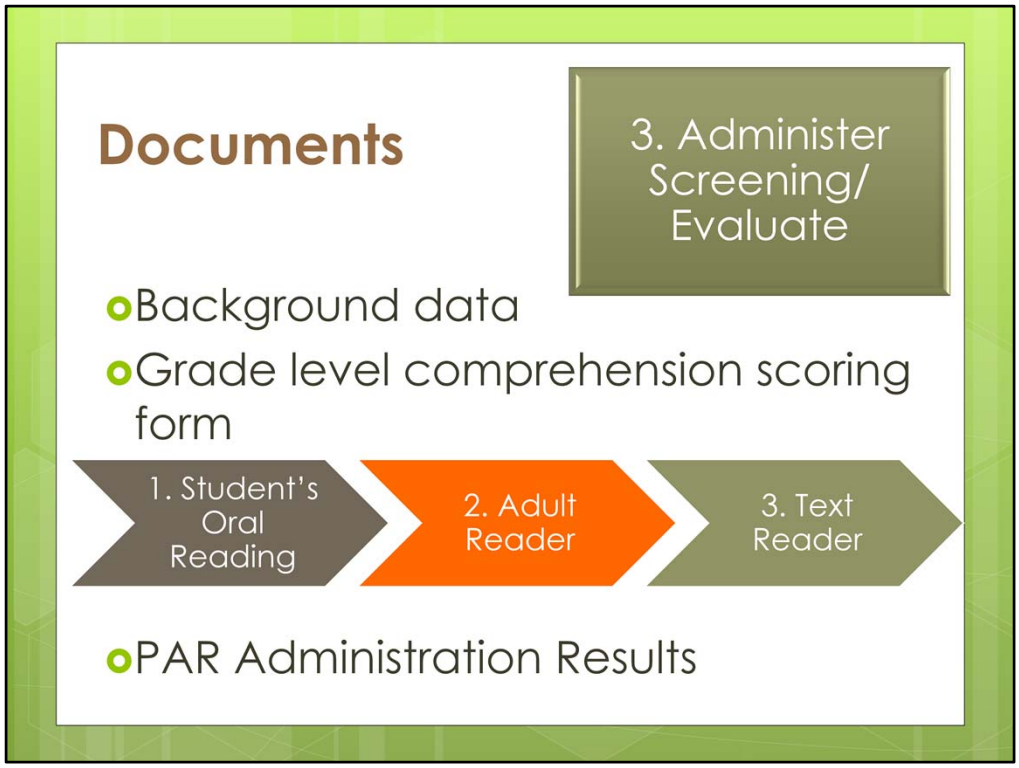


The student can only access printed materials through a screen reader (assistive technology), human reader, and/or is provided with spoken text on audiotape, CD, video, or other electronic format during routine instruction, except when the student is being taught to decode; **and**

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

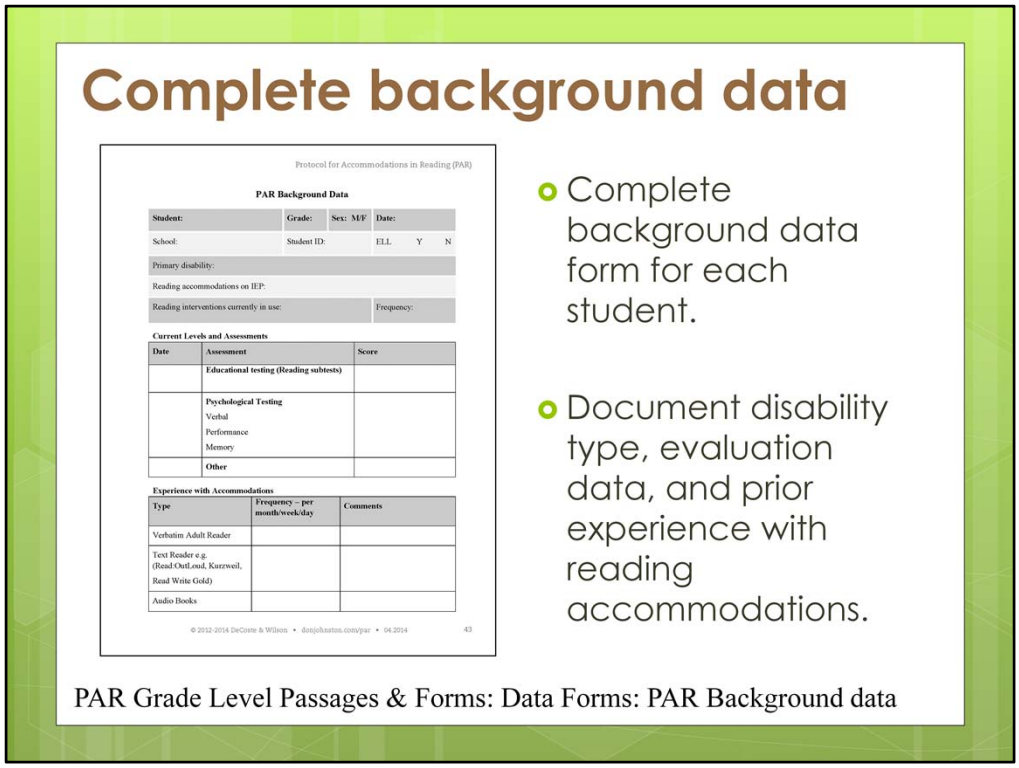
The IEP or Section 504 team will utilize and provide the required documentation from the OSTP ELA/Reading Test Read-Aloud Protocol; this includes the use of the Protocol for Accommodations in Reading (PAR) or the AIM Navigator for deaf or blind students, and must be uploaded into the Nonstandard Accommodations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

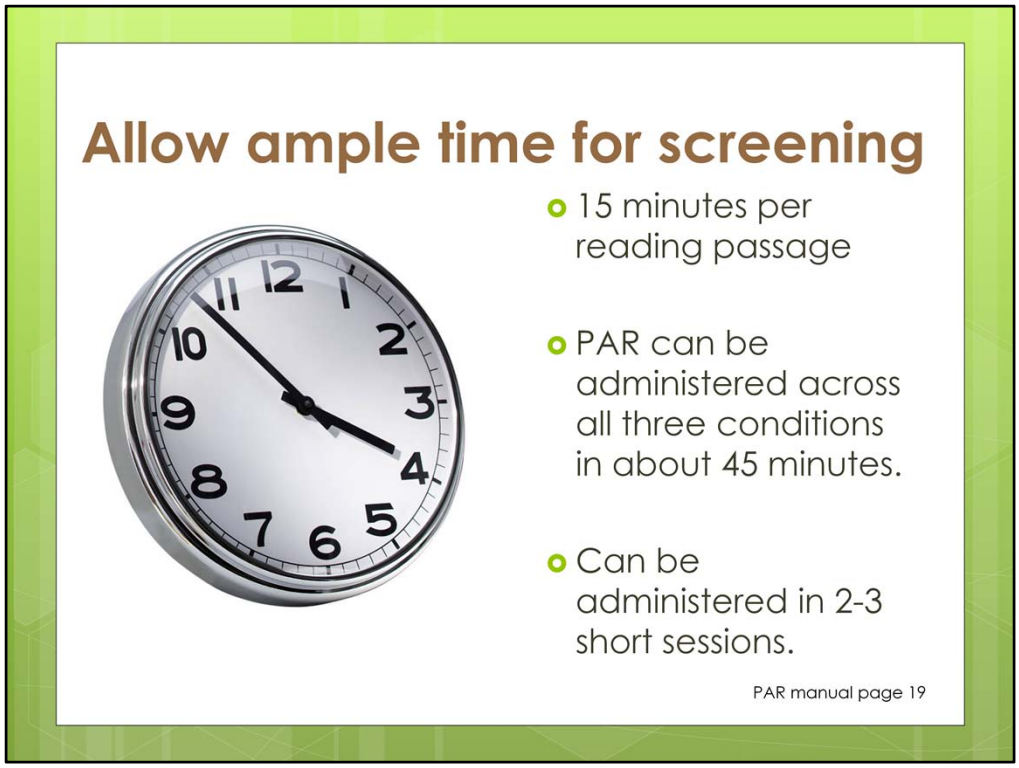


Once students have been selected for the PAR screening, administer the screening. Prior to administration it is helpful to recognize that there will be several documents required for completion of this process. Documents required for PAR administration include:

- 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.

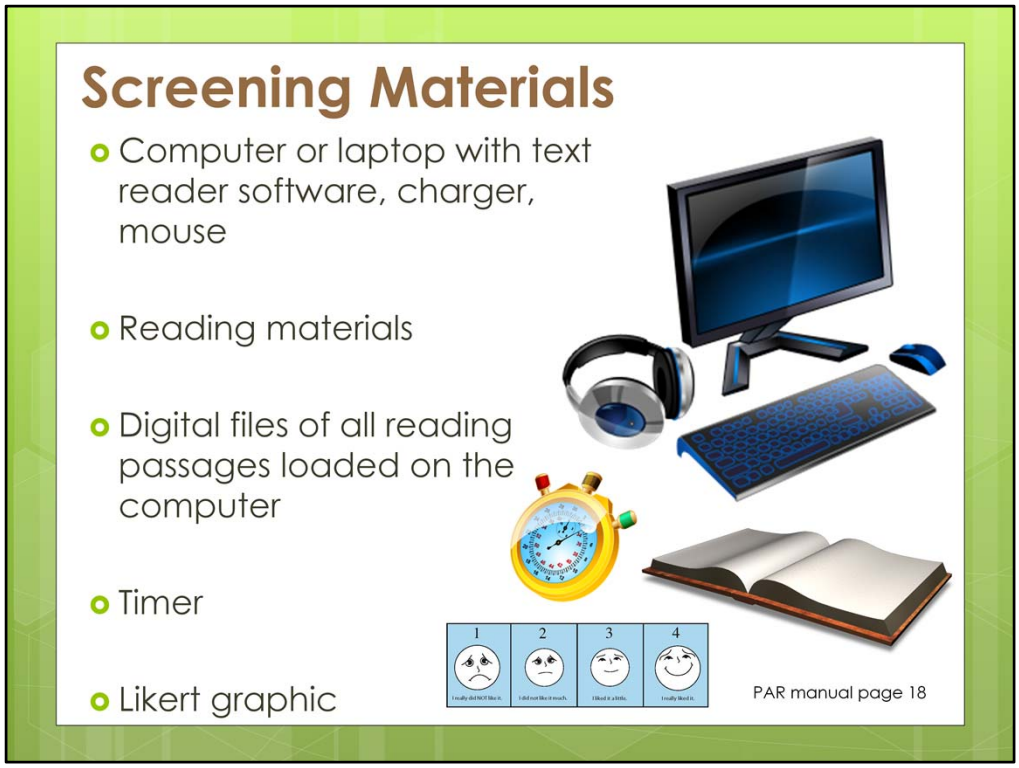


The PAR background data is completed prior to the screening session. One data form is required for each student. The purpose of the form is to document the student's disability type, relevant evaluation data, and prior experience with reading accommodations. The form can be accessed in the PAR Grade 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.



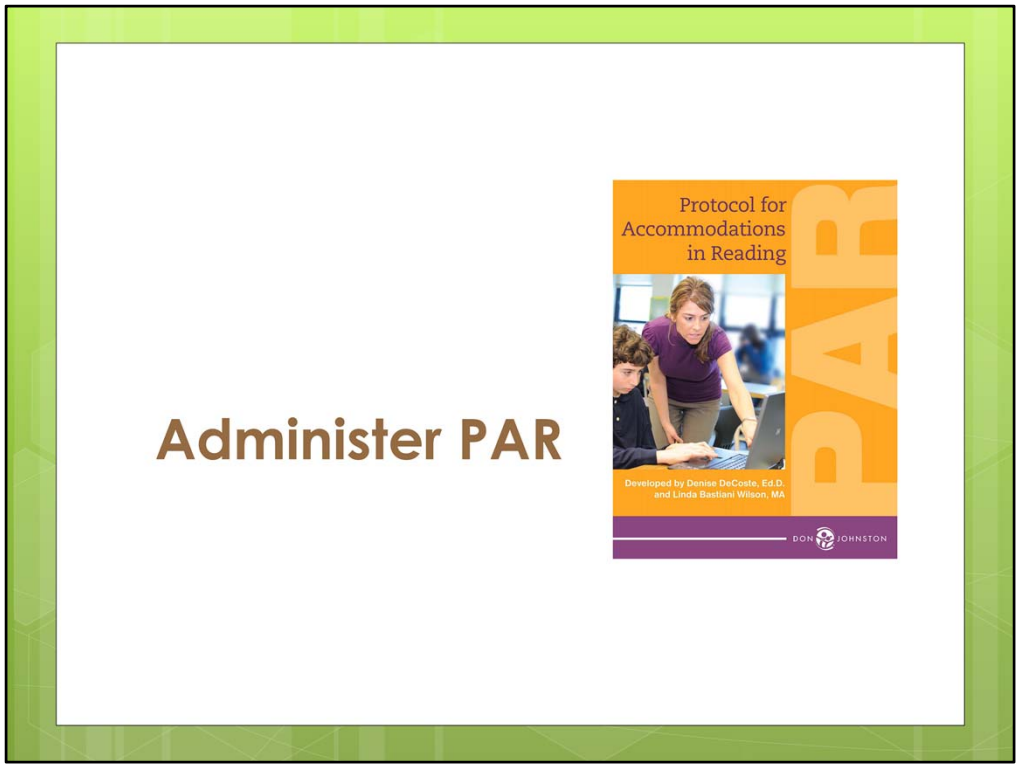
Prior to conducting the screening with the student, it is important to allow ample time. Each reading passage requires about 15 minutes. The PAR can be administered across all three conditions in about 45 minutes. However; the PAR can be administered over 2-3 shorter sessions.

PAR manual p. 19

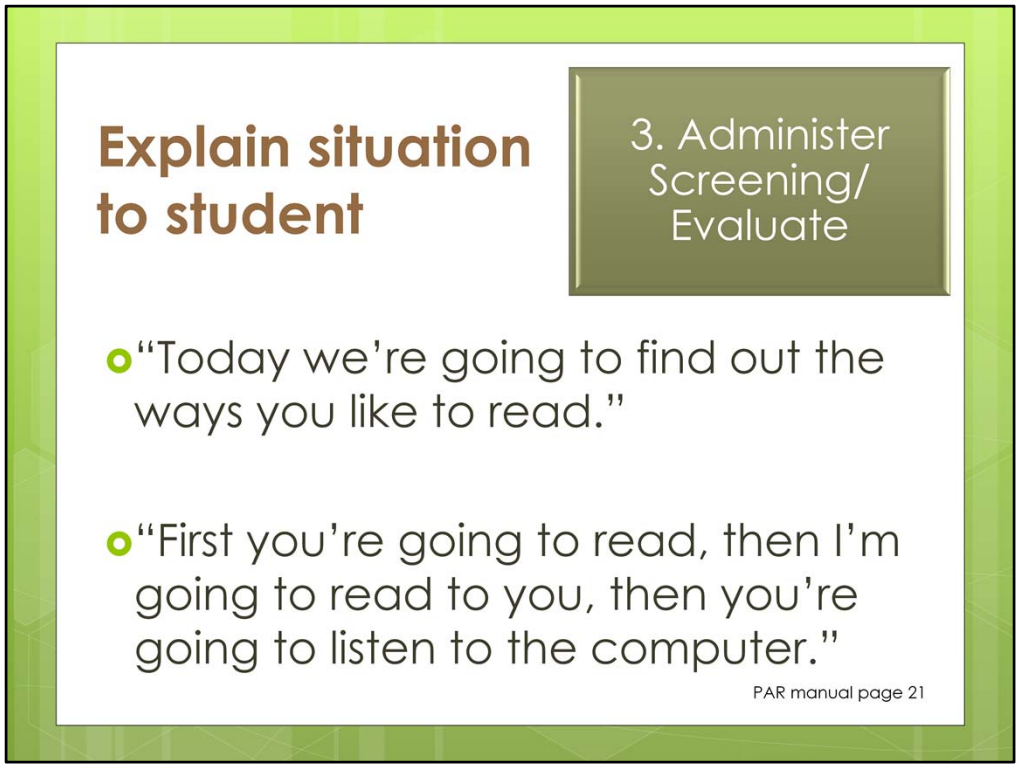


Materials required for the initial screening include:

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



You are ready to administer the PAR.

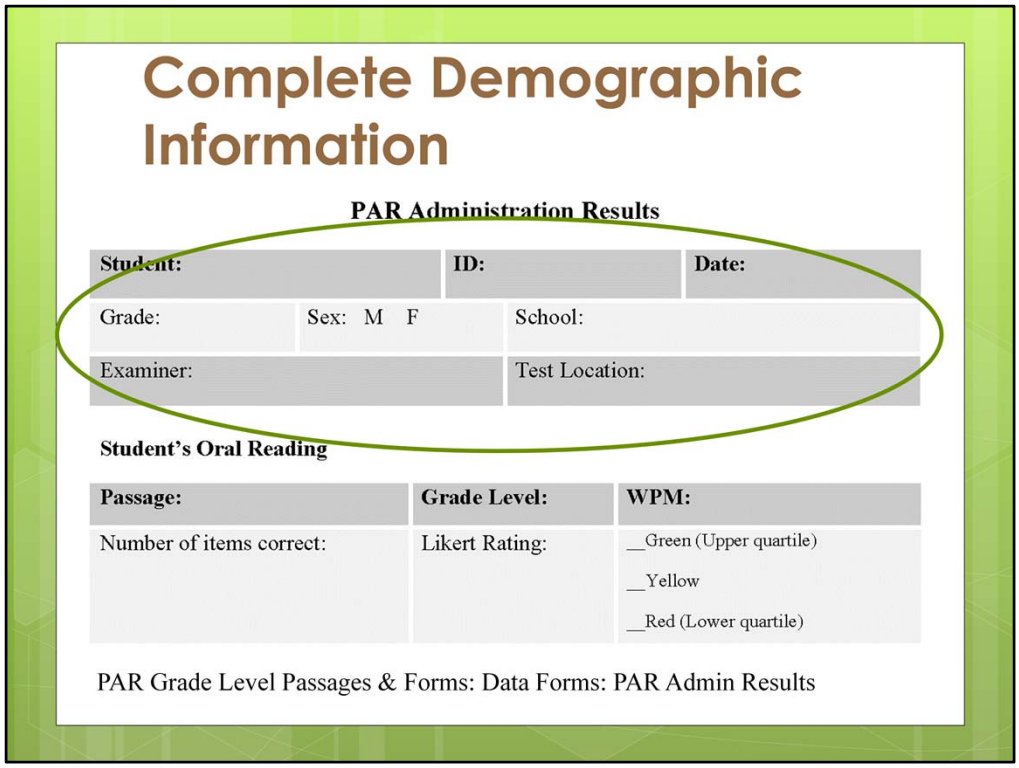


Once the student has entered the screening session explain to the situation to the student:

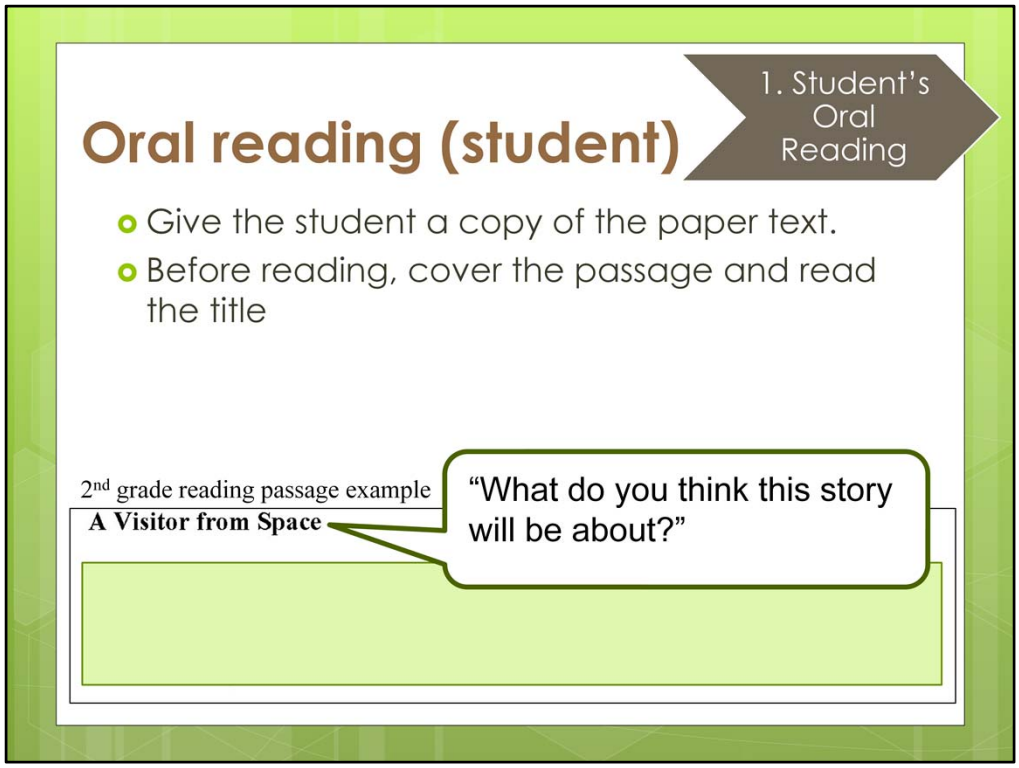
"Today we're going to find out the ways you like to read."

"First you're going to read, then I'm going to read to you, then you're going to listen to the computer."

PAR manual p. 21

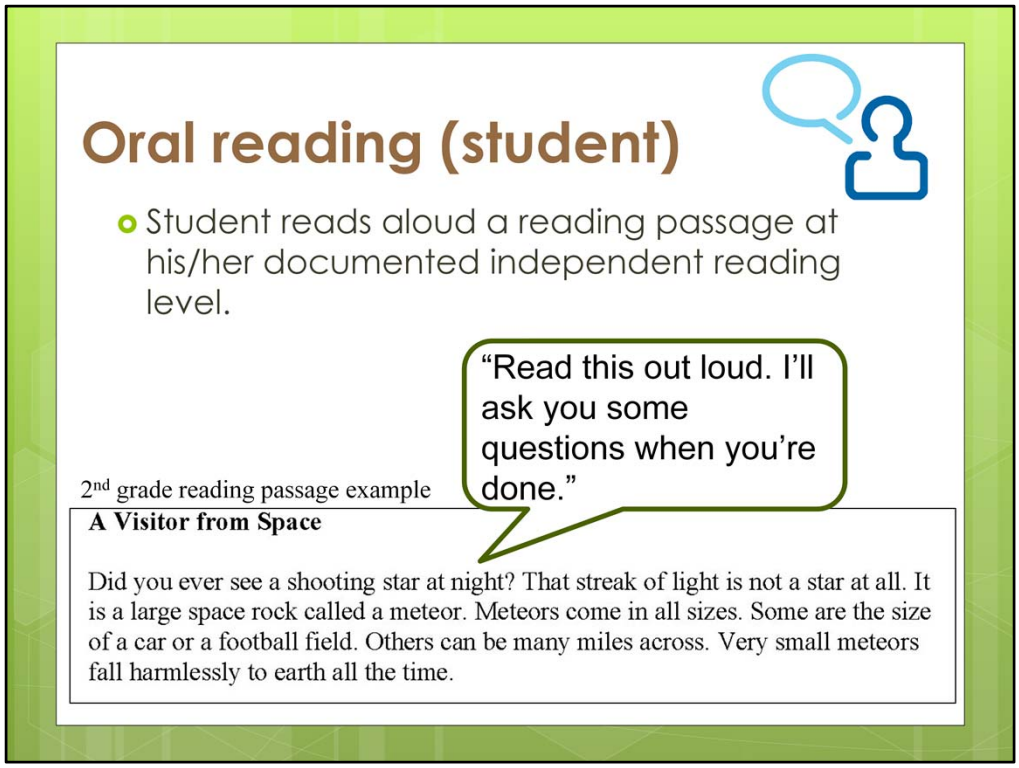


Complete the top portion of the PAR Administration results.

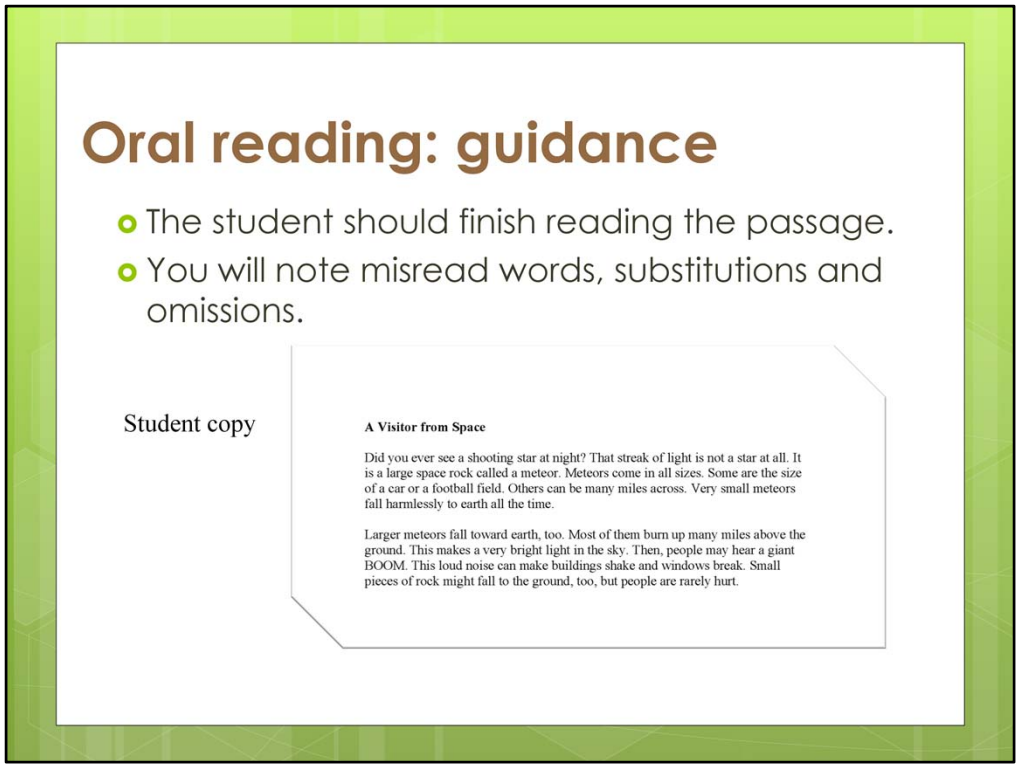


The first task of the screening is to assess student's level of oral reading ability. You will monitor the student's ability to decode the given words, record the number of words read in one minute, and access level of understanding of the material read.

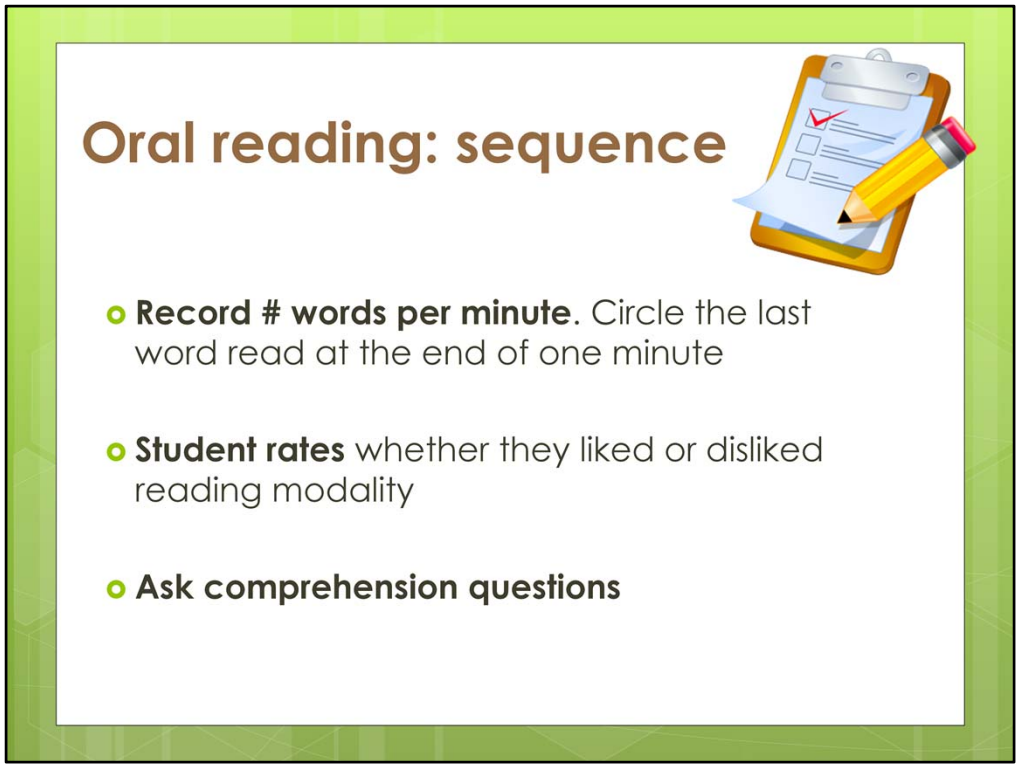
Begin this first task by providing a reading passage on the student's independent reading level. Cover the text leaving only the title. Ask the student. "What do you think this story will be about?"



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."



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.

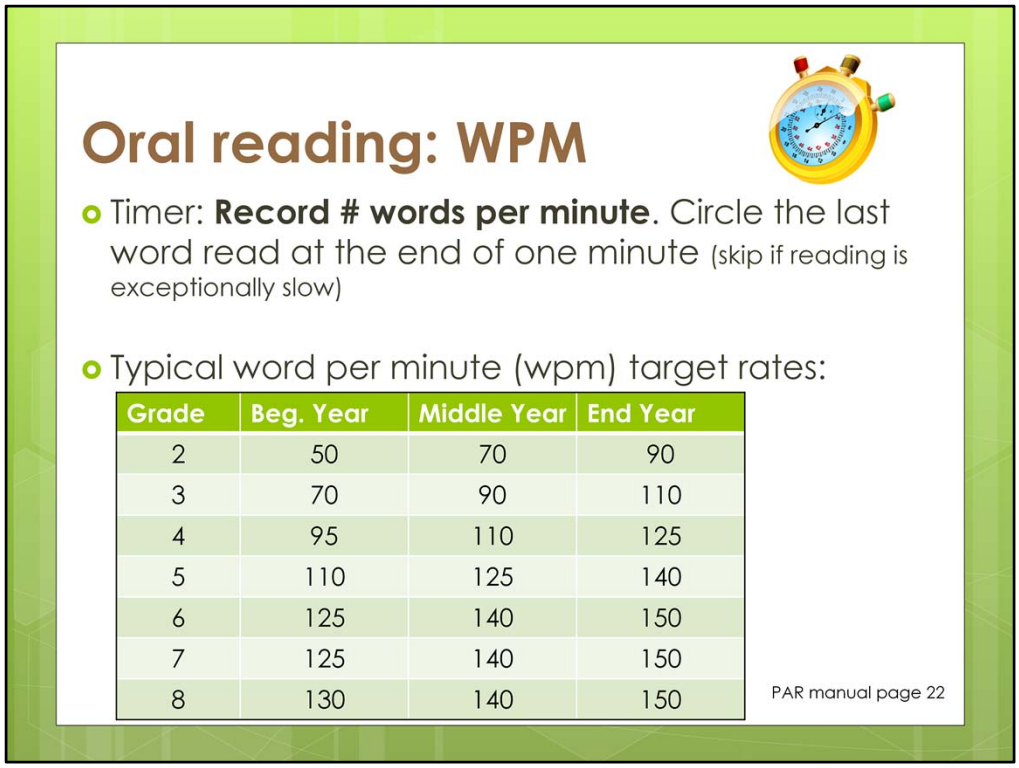


The entire task of the student's oral reading screening includes a sequence of three events:

1. Using a timer, record the number of words read per minute.

2. The student rates whether they liked reading aloud.

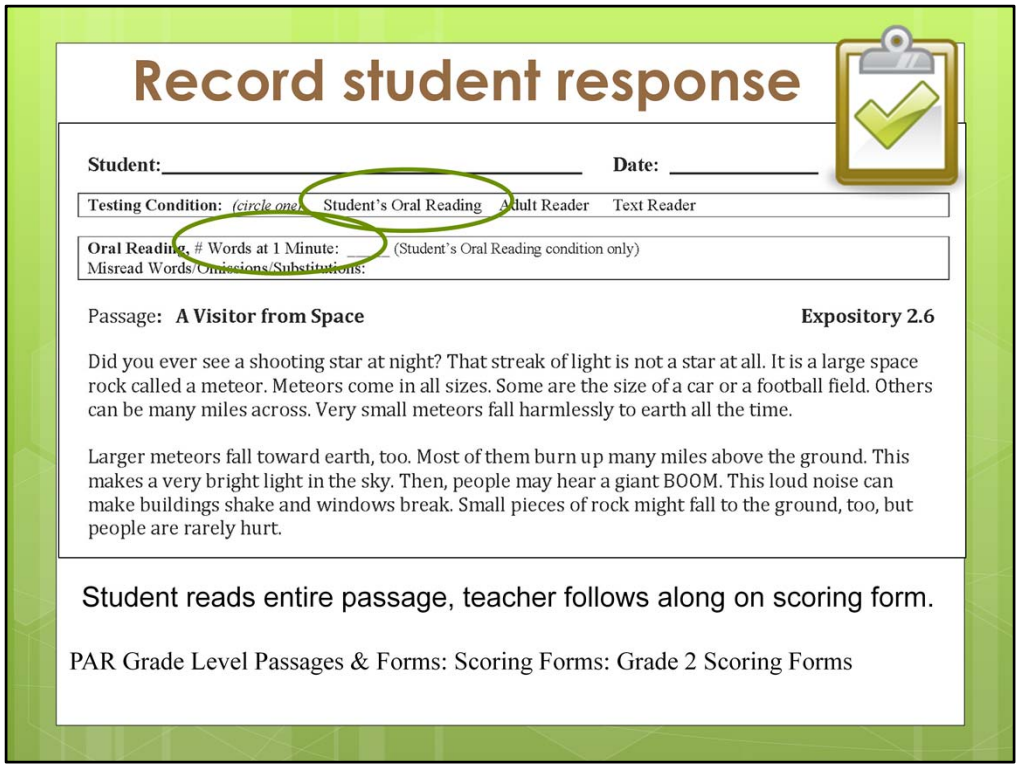
3. The student will be asked to answer several comprehension questions related to the reading.



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

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.

PAR p. 22



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**

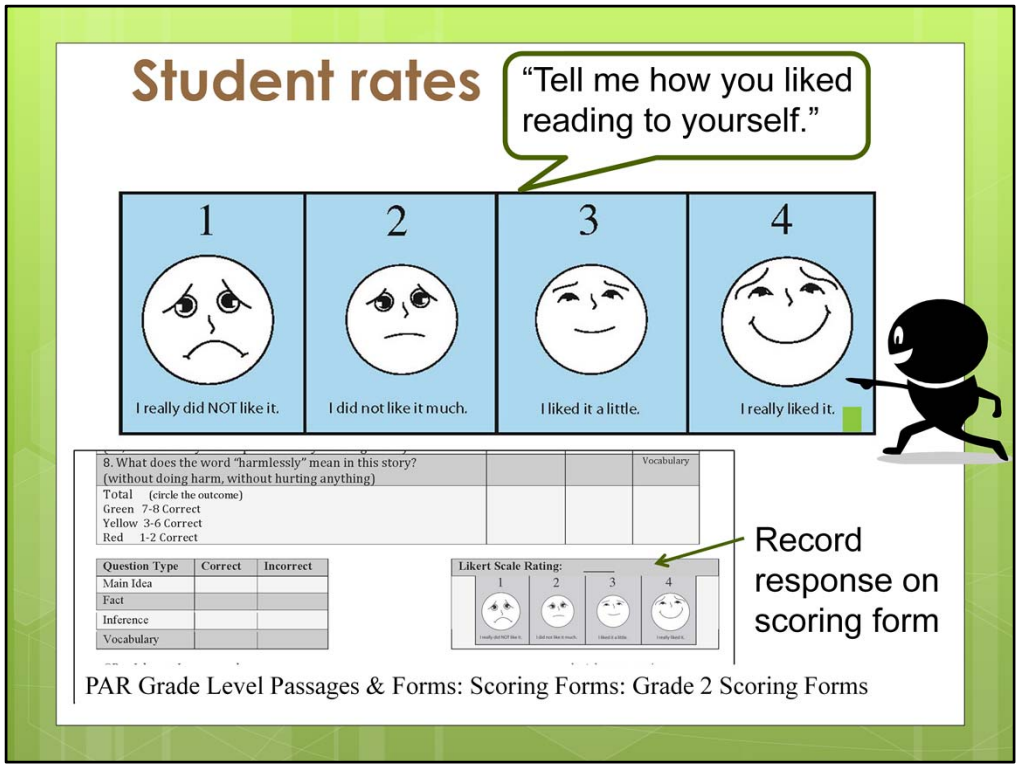
Did you ever see a shooting star at night? That streak of light is not a star at all. It is a large space rock called a meteor. Meteors come in all sizes. Some are the size of a car or a football field. Others can be many miles across. Very small meteors fall harmlessly to earth all the time.

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.

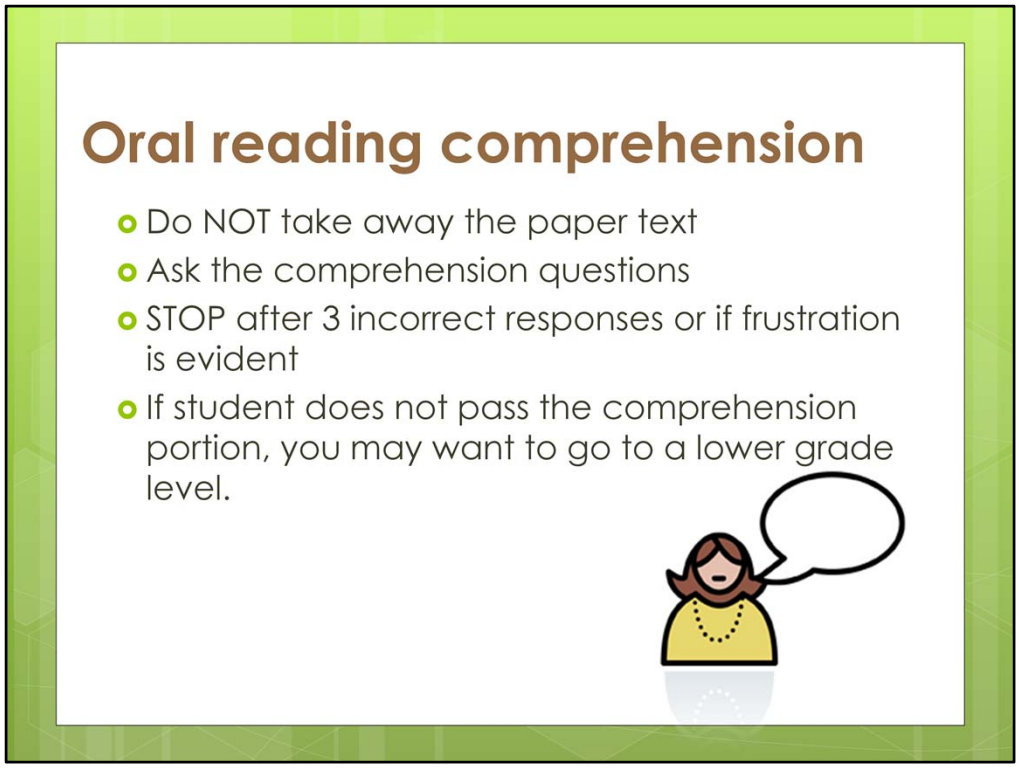
Student reads entire passage, teacher follows along on scoring form.

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.



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.



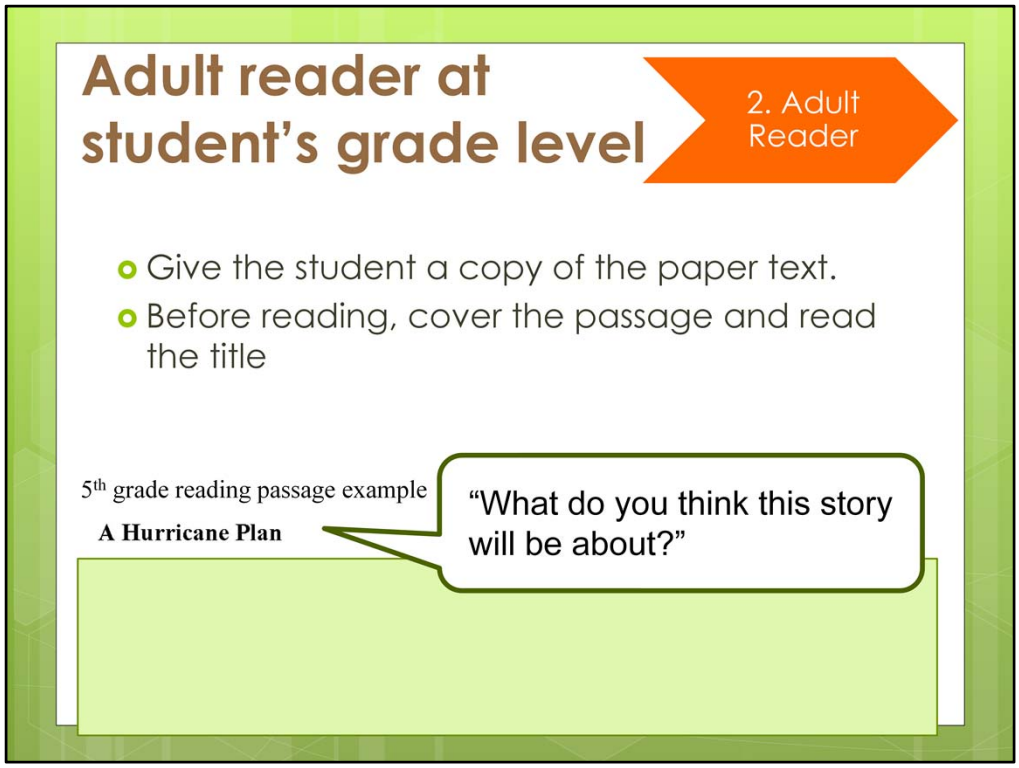
On the grade level scoring form there are several reading comprehension questions to ask the student. Do not take away the paper text, as students are allowed to reference back to the reading as questions are asked. Begin asking the student the comprehension questions. If the student responds incorrectly 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

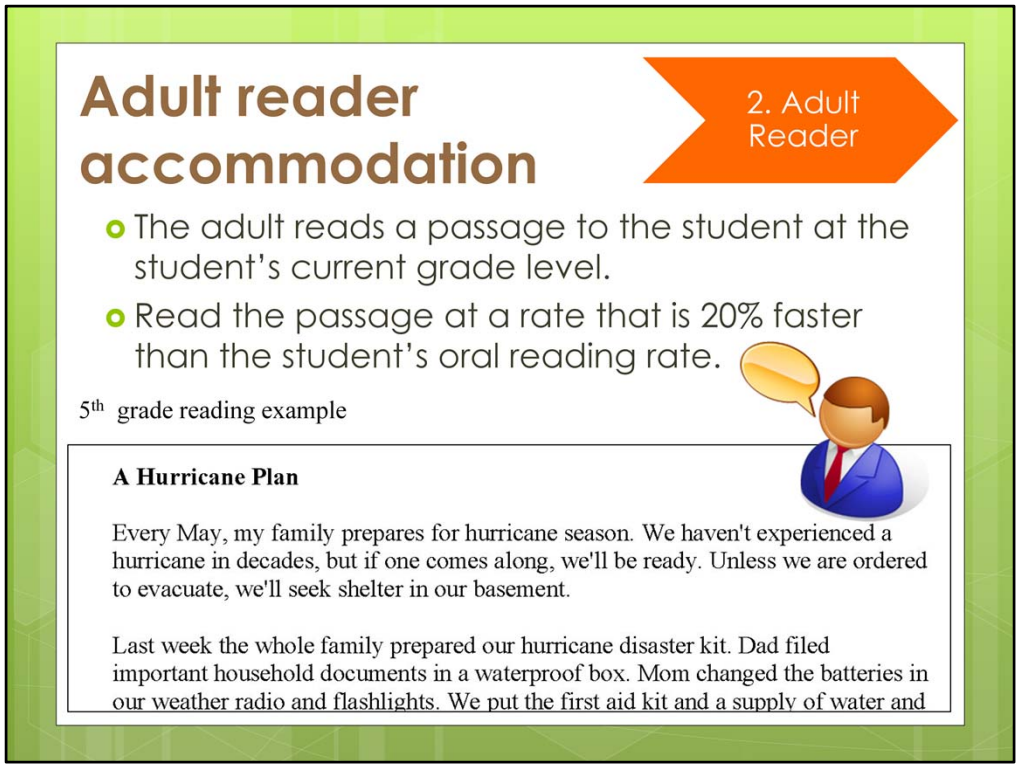
Question	Incorrect	Correct	Type
1. What is this story about? (Meteors, rocks from space)			Main Idea
2. What is a shooting star? (a large space rock, a meteor)			Fact
3. What size is a meteor? (meteors come in all sizes; the size of cars, football fields and bigger)			Fact
4. What happens when a larger 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).

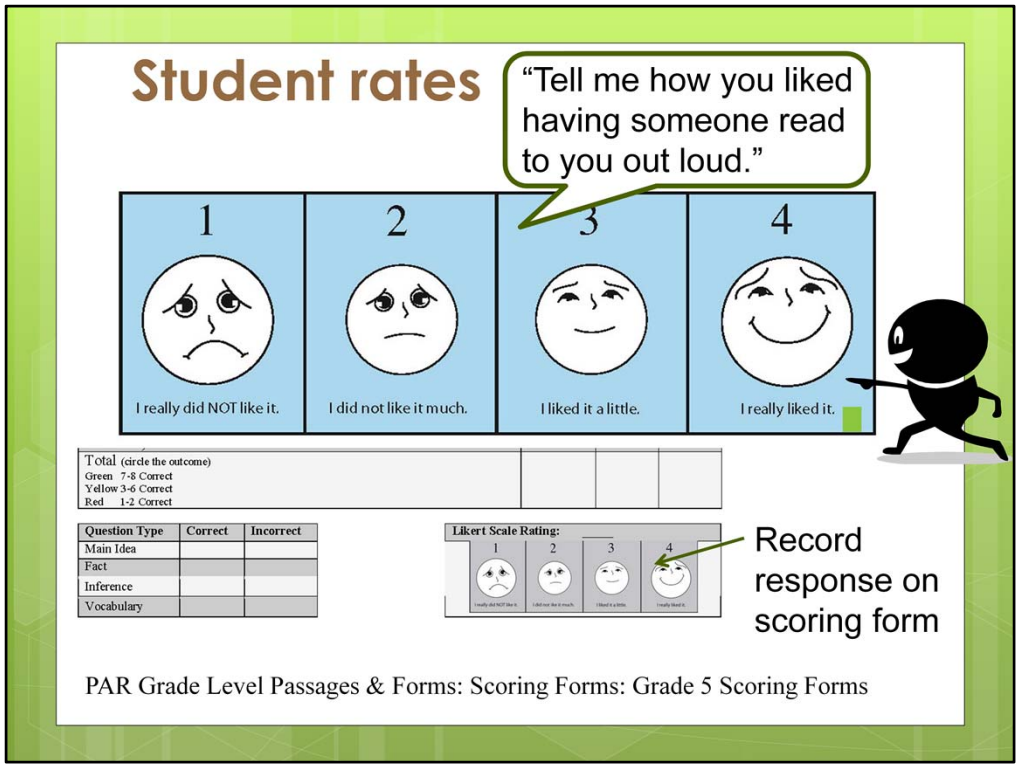


The next task is to have an adult read the passage to the student. The student will be given a copy of the paper text at his/her grade level, not independent reading level as was the case in the oral reading example. Before reading, cover the passage and read the title , "A Hurricane Plan." Ask the student,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

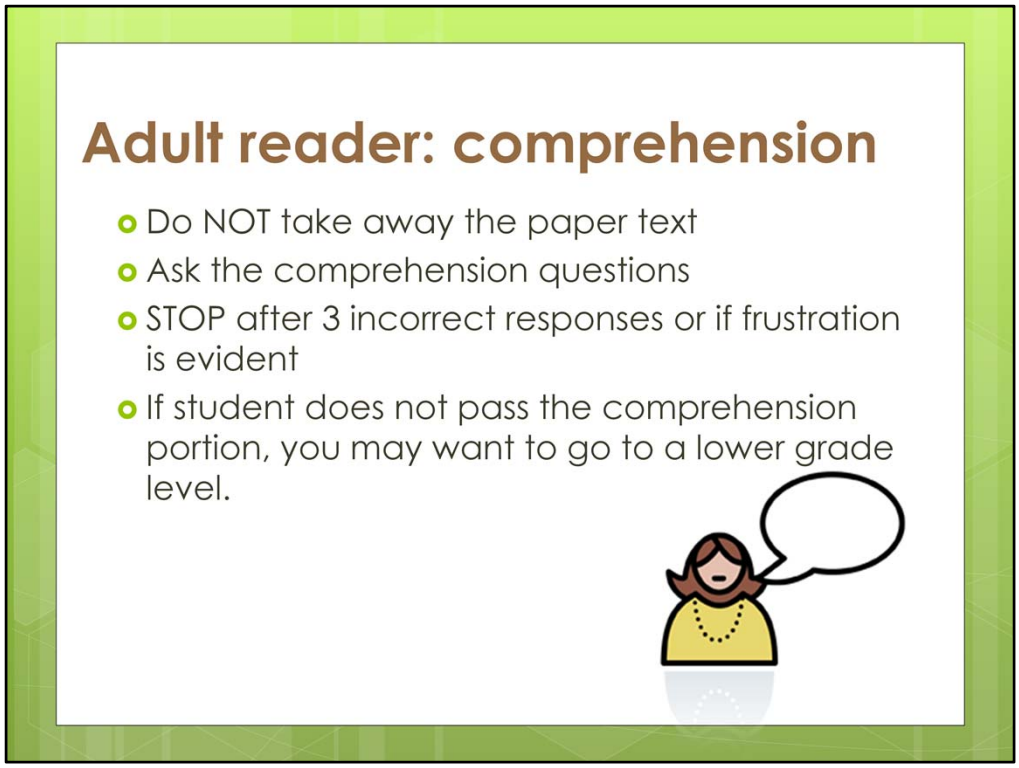


Uncover the text of the passage and begin reading the passage at a rate that is 20% faster than the rate the student's oral reading rate.

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.



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.



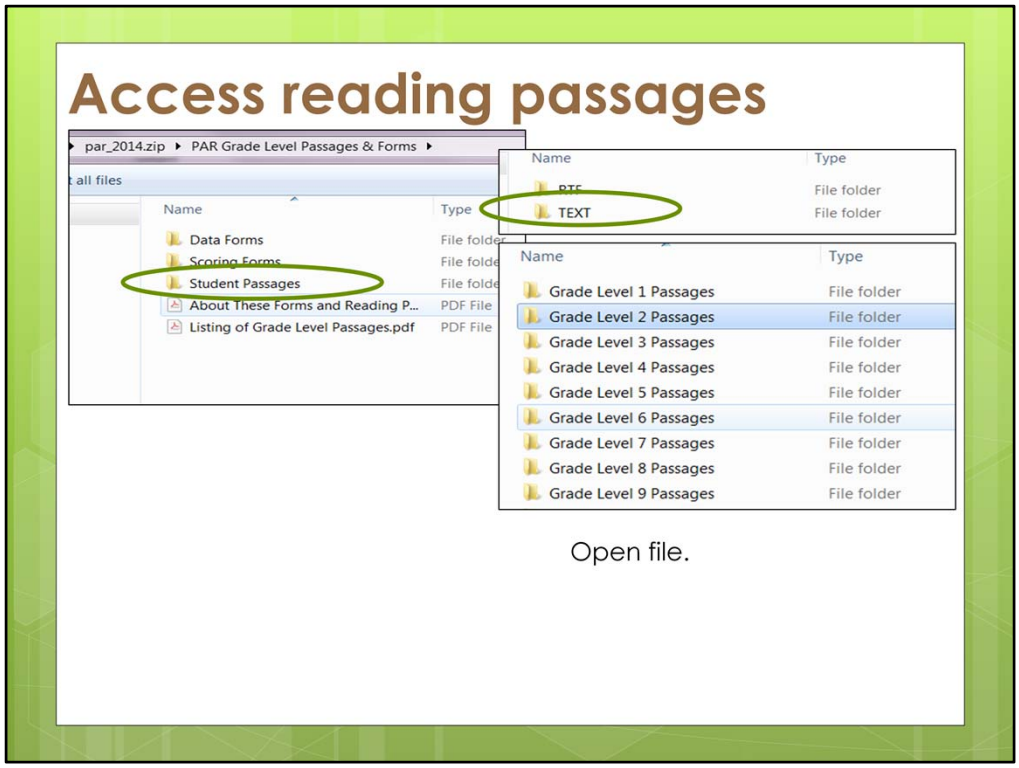
The session will continue with comprehension questions related to the grade level reading excerpt read by the adult. Do not take away the paper text. The student may access this as a reference as questions are asked. If 3 consecutive responses are incorrect or frustration is evident, stop and administer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

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			

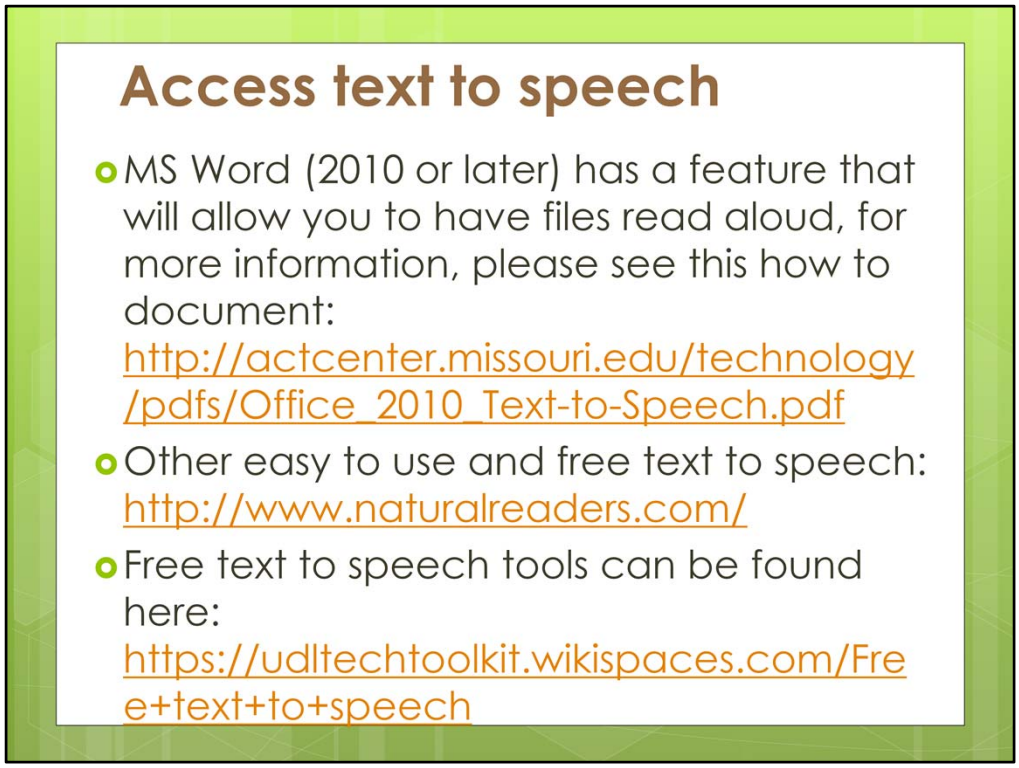
PAR Grade Level Passages & Forms: Scoring Forms: Grade 5 Scoring Forms

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.



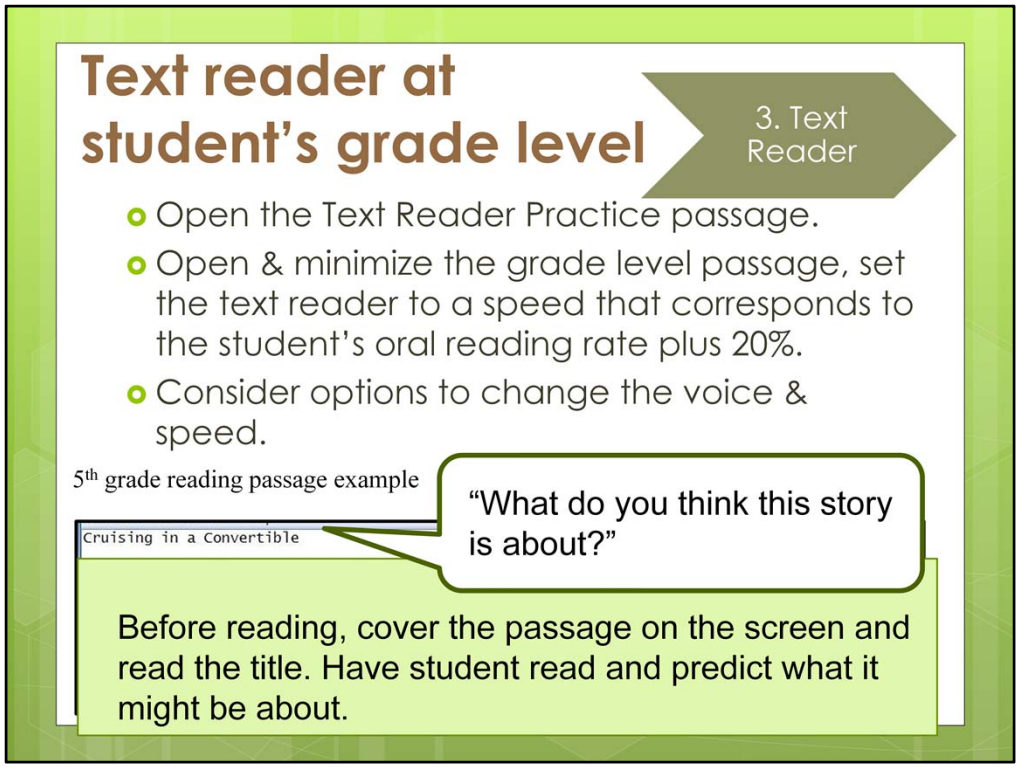
The final screening is the text reader format. Access the electronic copies of the files by opening the folder student passage, the folder titled “text,” and the appropriate grade level passage. Use a passage at the same grade level as the Adult Reader condition.

PAR manual p. 19

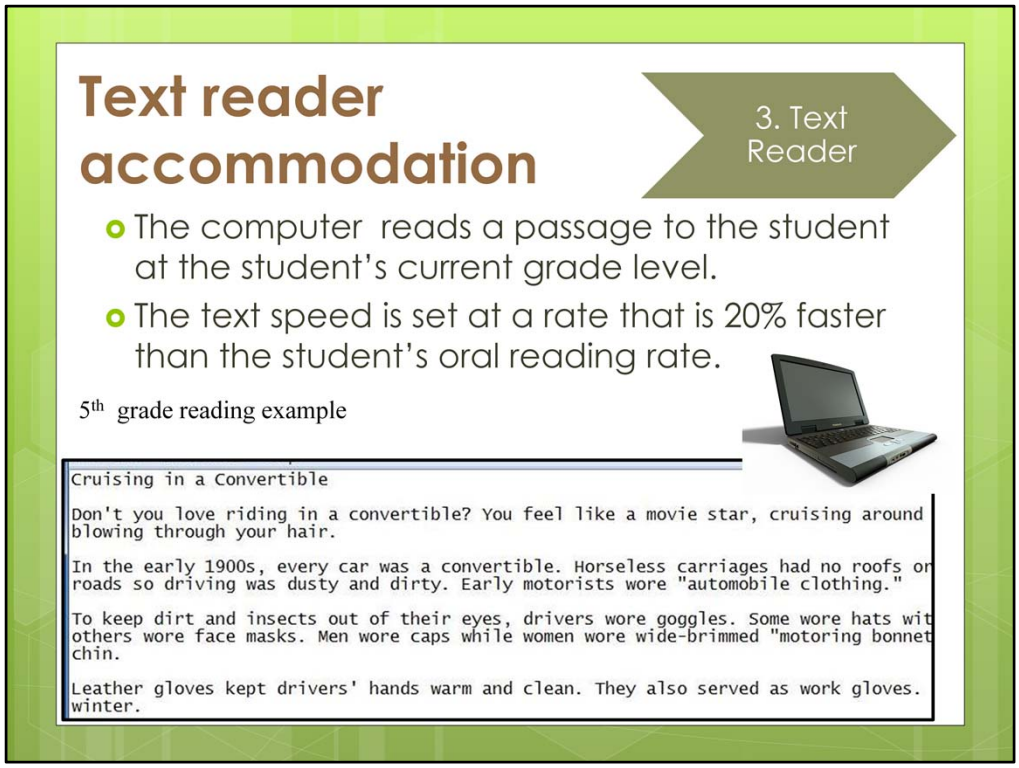


MS Word (2010) or later) has a feature that will allow you to have files read aloud, for more information, please see this how to document: http://actcenter.missouri.edu/technology/pdfs/Office_2010_Text-to-Speech.pdf. Other easy to use and free text to speech: http://www.naturalreaders.com/

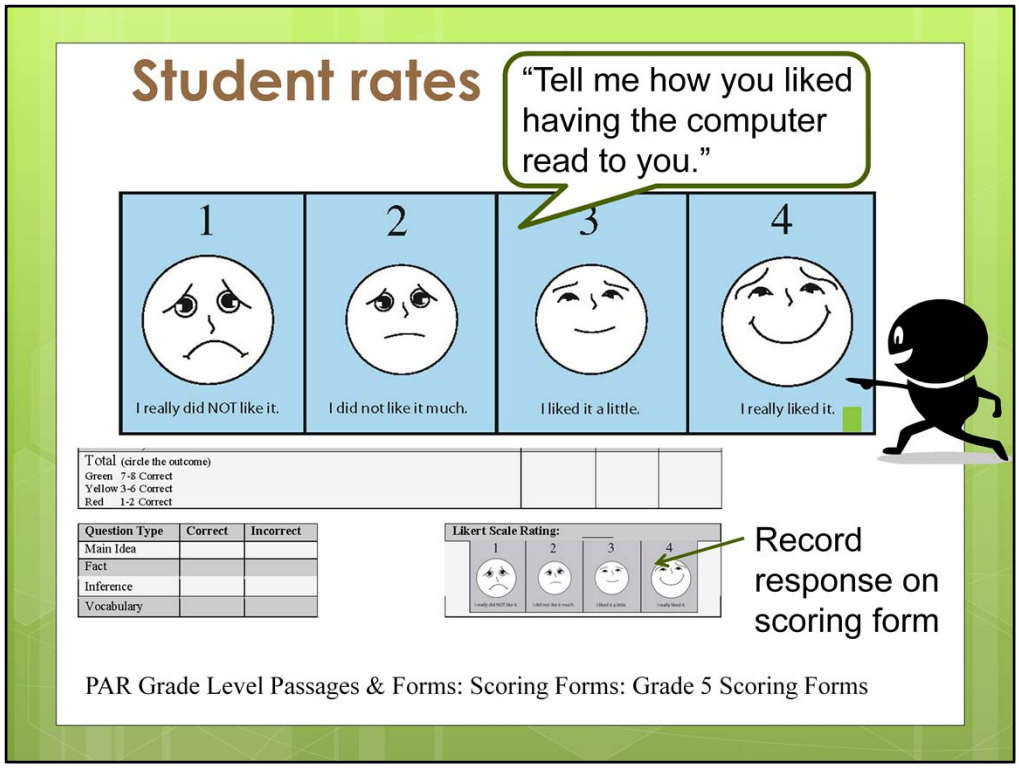
Free text to speech tools can be found here: https://udltechtoolkit.wikispaces.com/Free+text+to+speech.



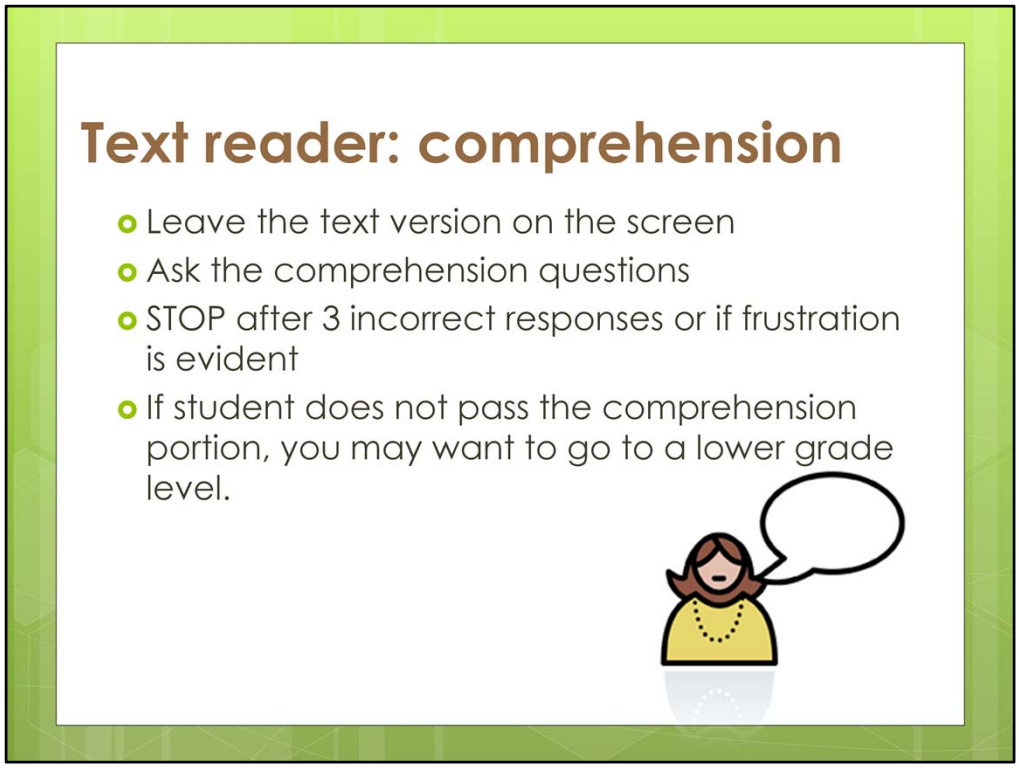
To determine if a text reader can be an effective alternative, open the text reader practice passage. Open & minimize the grade level passage, set the text reader to a speed that corresponds to the student's oral reading rate plus 20%. Tell the student: "You will read a passage on the computer." Before 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?"



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



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



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.

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

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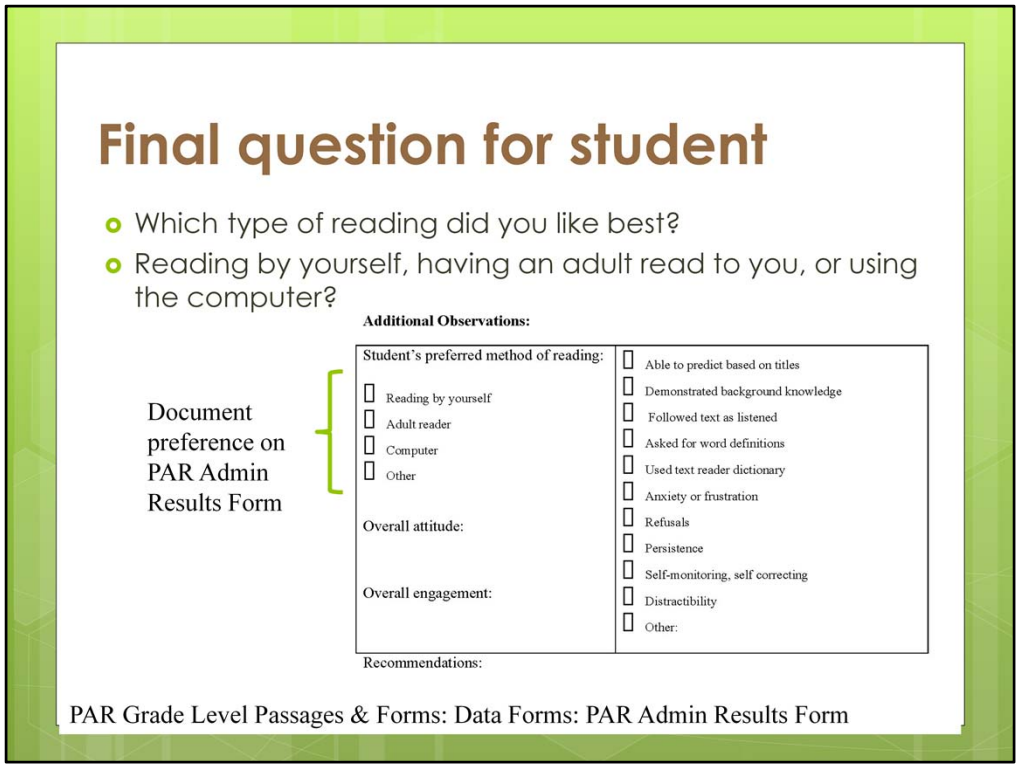
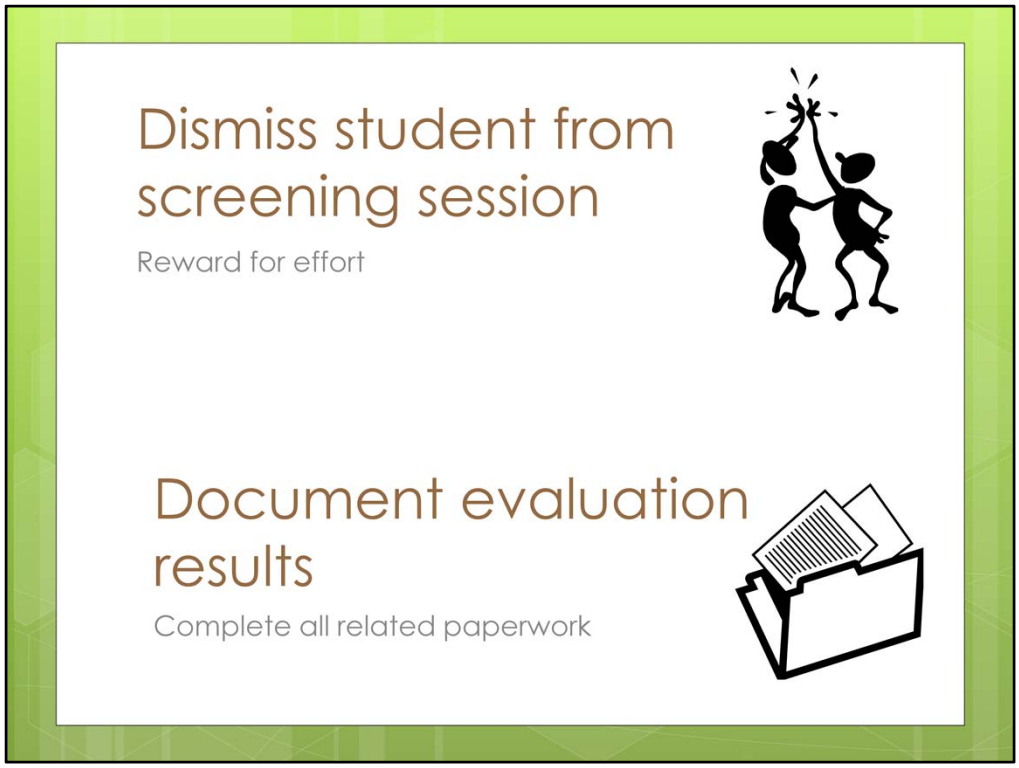


The screening will conclude with a final question for the student. Ask the student, "Which type of reading did you like best? Reading by yourself, having an adult read to you, or using the computer." Document the preference on the PAR Admin Results Form. Document any additional observations observed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

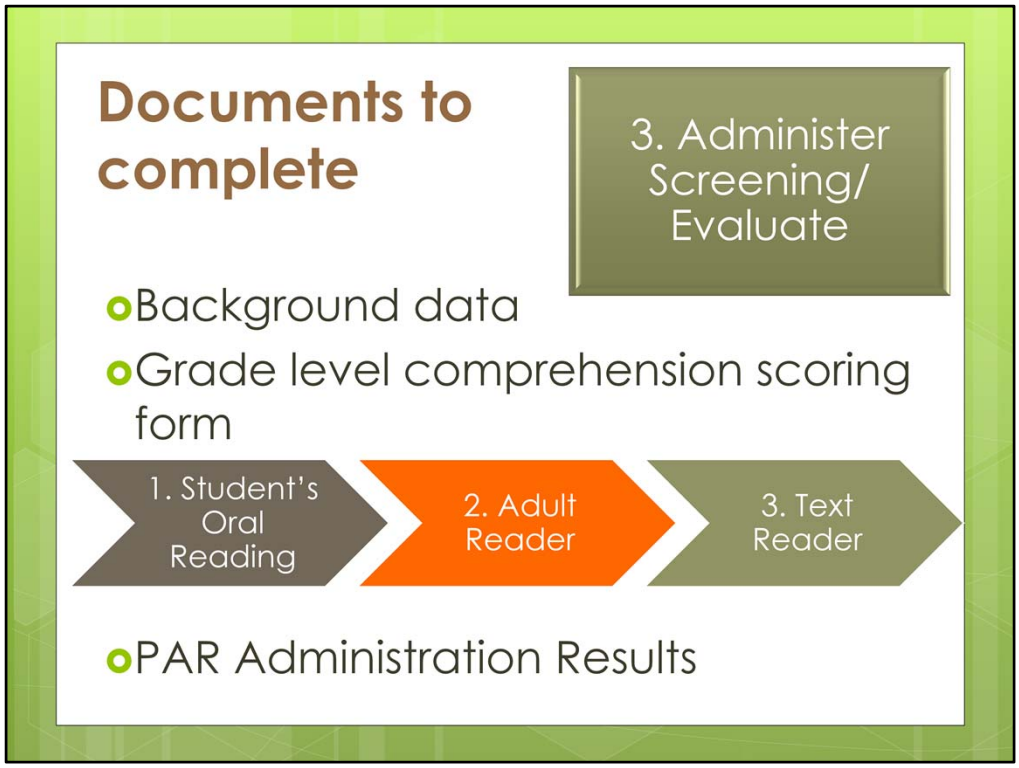


Dismiss the student from the screening session. You may choose to reward the student for their effort with a small token (candy, high five, pat on the back, etc.)

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

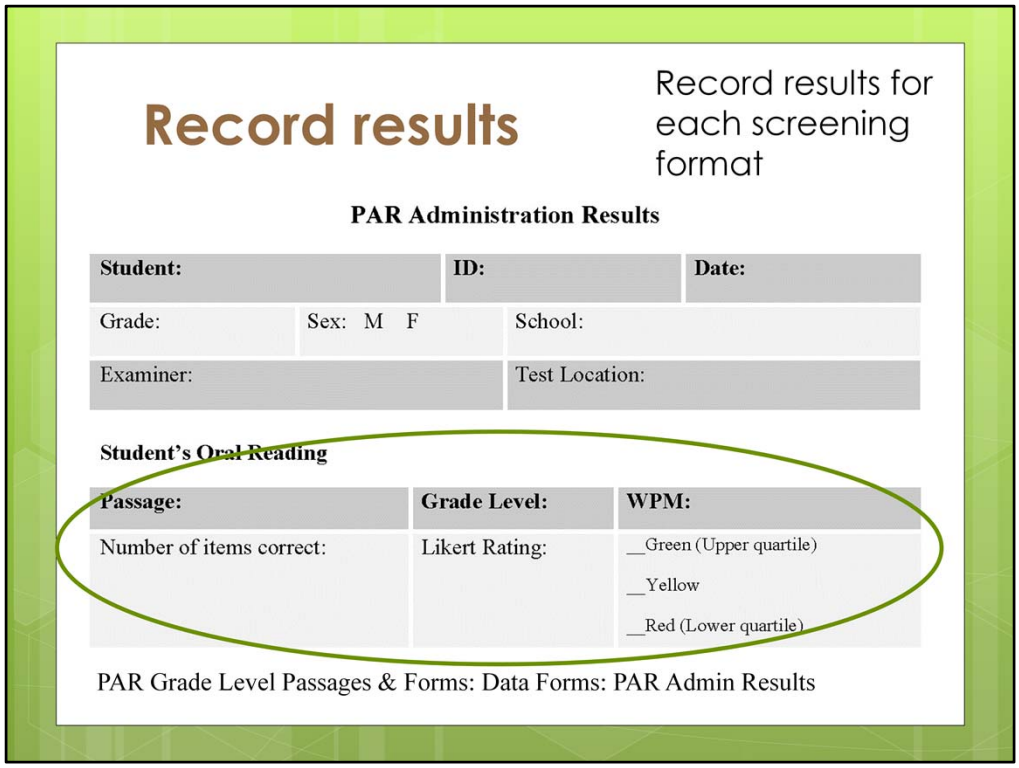
This video provides an example of how a PAR administration is conducted.

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.

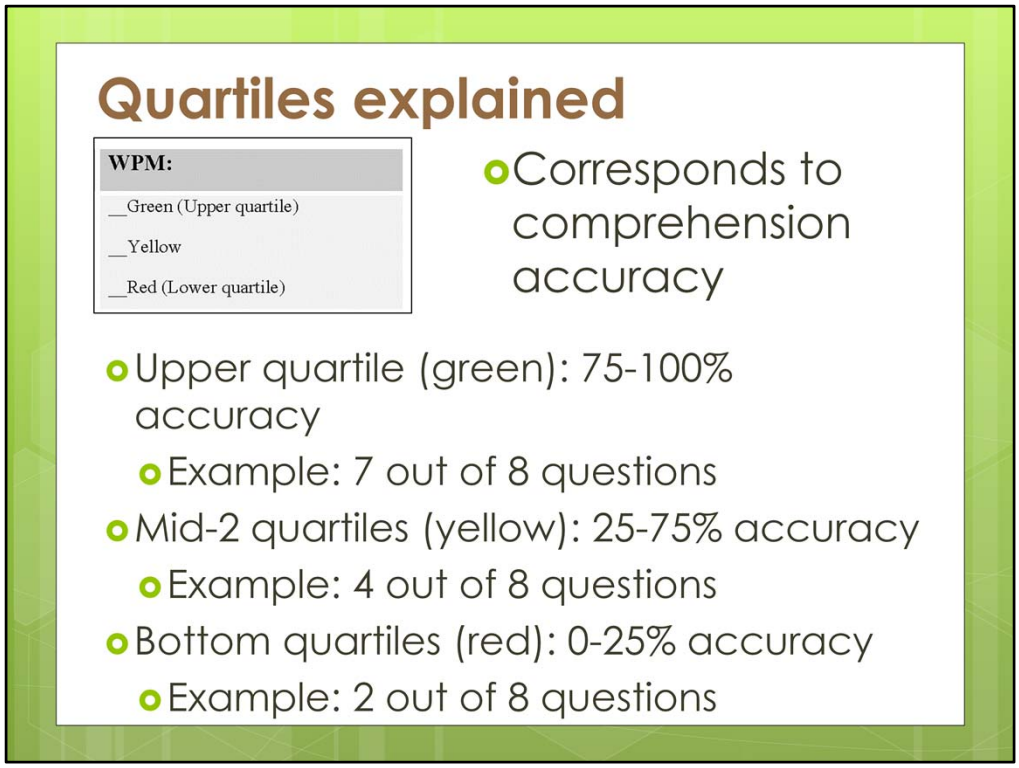


Record the results of each session:

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

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

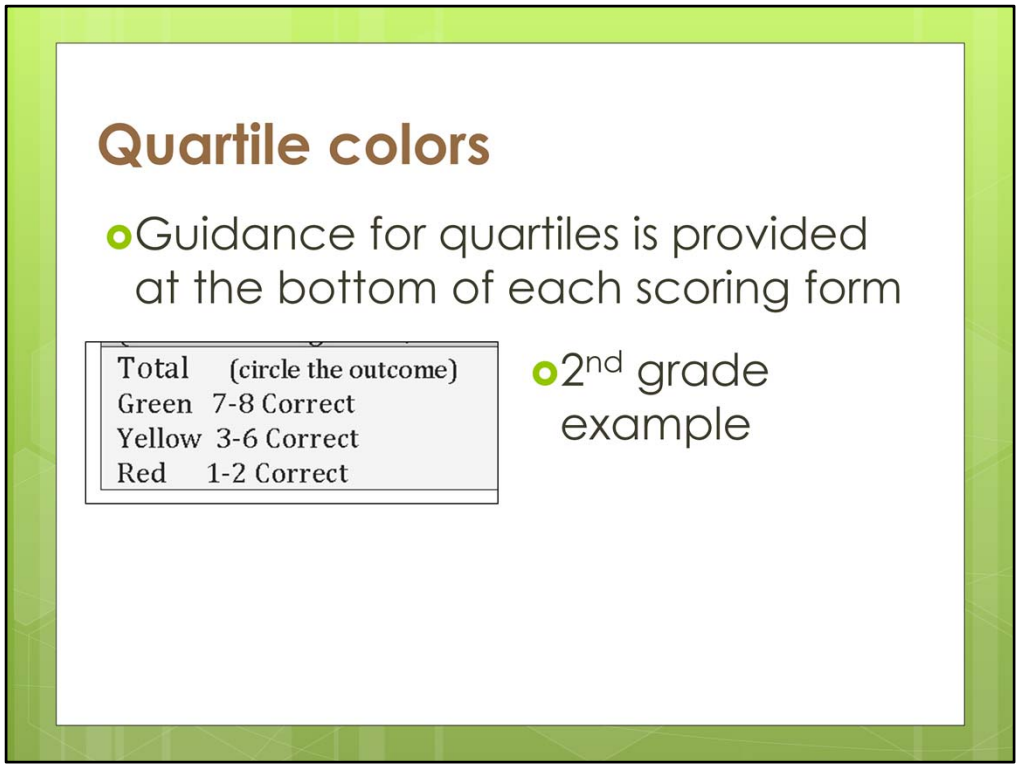
Identify the number of items correct, the student's Likert rating, and color associated with the comprehension accuracy rate from the bottom of the grade level scoring form.



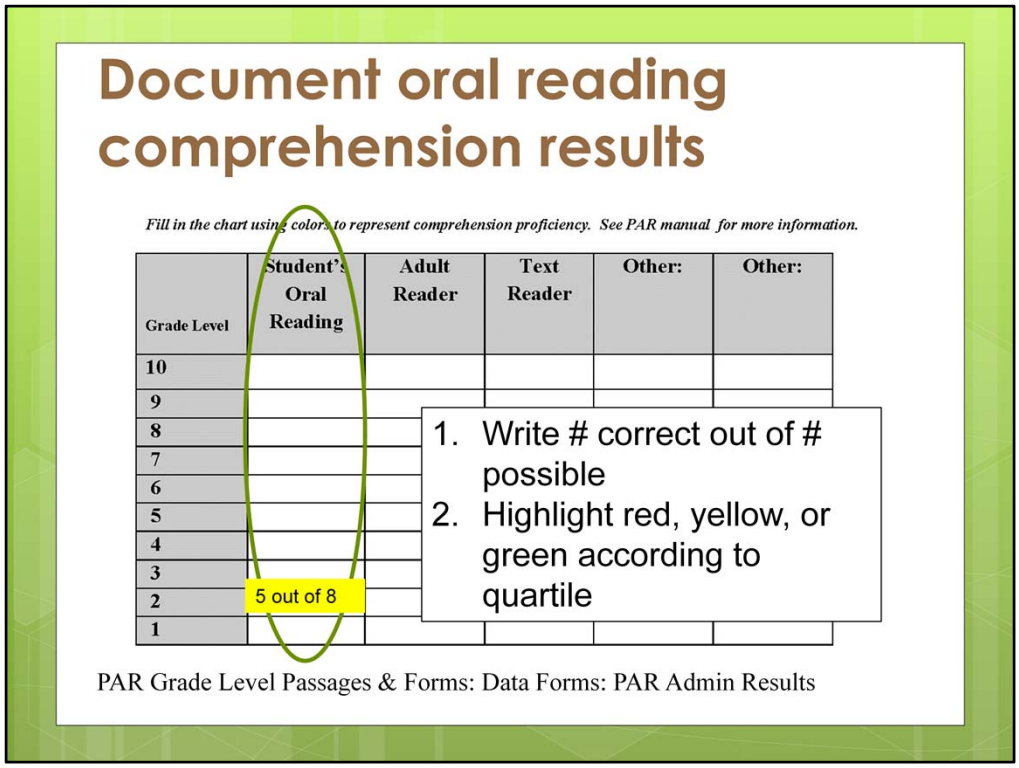
Comprehension accuracy is represented in a color coded system. If a student answered 7 out of 8 questions correct, mark green because they scored in the upper quartile (75-100%).

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

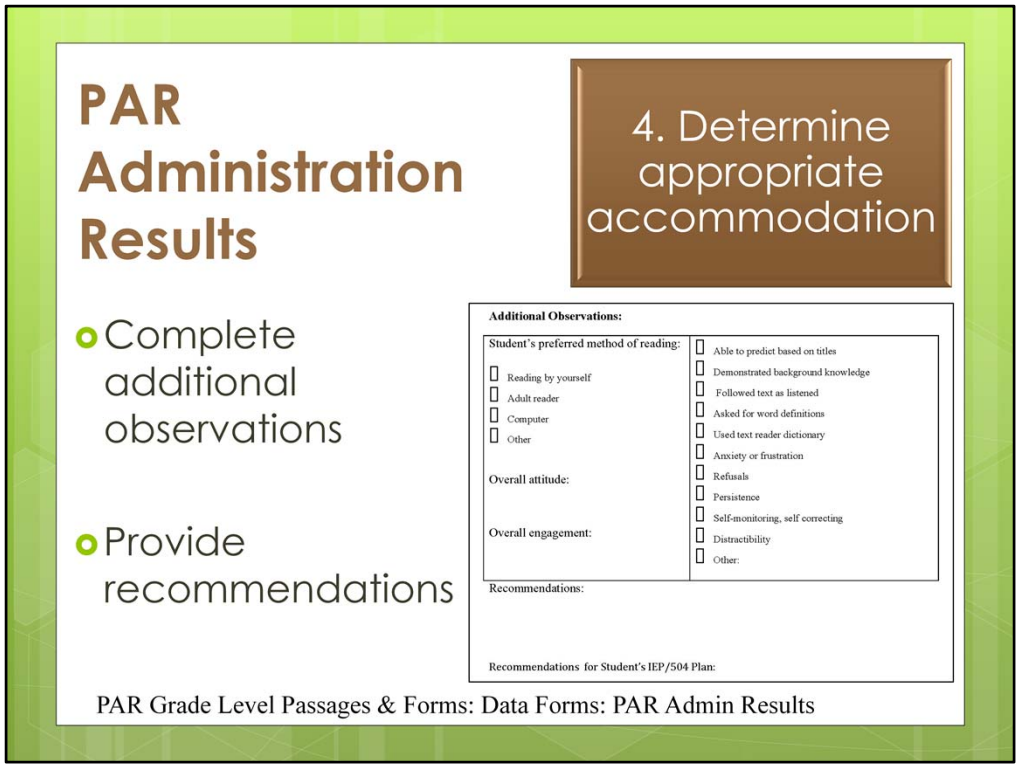
If a student answered 2 out of 8 questions, mark red because they scored in the bottom quartile (0-25%).



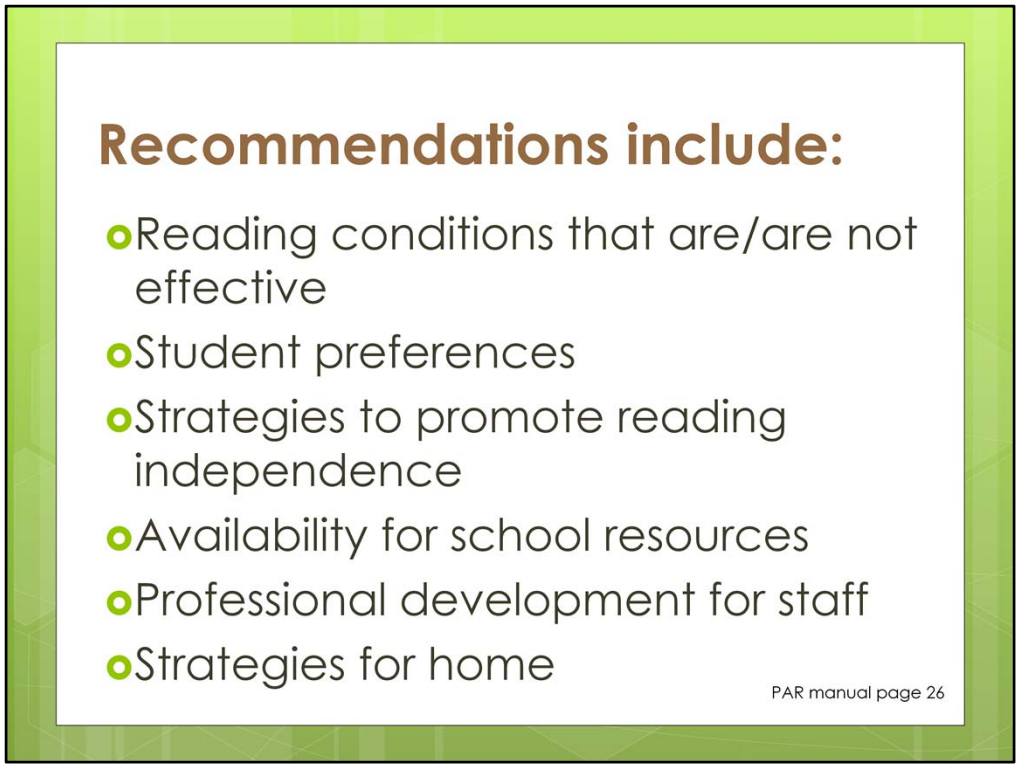
The quartiles have been pre-calculated for each reading passage based on the number of correct responses. Guidance is available at the bottom of each scoring form. The slide provides a quartile breakdown from a 2nd grade example.



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.



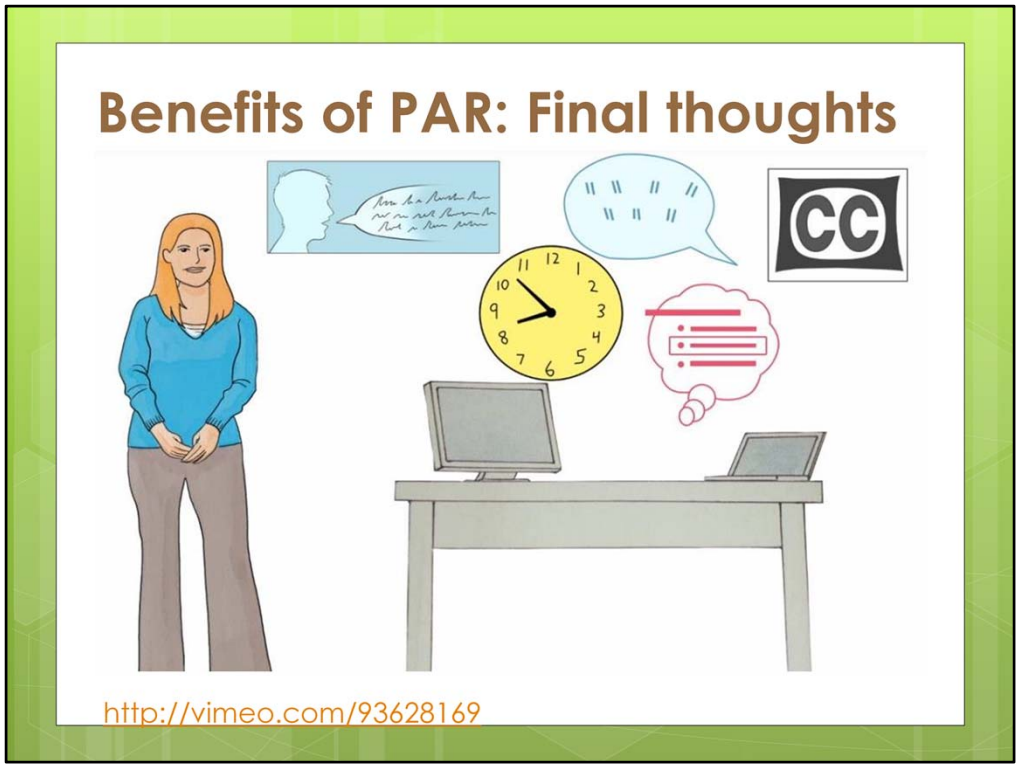
At the bottom of the PAR Administration results, complete any additional observations. Provide the overall recommended reading accommodation format.



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

PAR manual page 26



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

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