

# Protocol for Accommodations in Reading

# PAR

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## User Guide

Central Kansas  
Cooperative In  
Education



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# PAR Basics



- PAR is intended to help educators make more objective decisions about reading supports
- The intent of PAR is not to test reading ability or identify reading interventions, but to examine the effectiveness of reading accommodations to help a student access the curriculum

PAR involves three basic steps

1. Student Oral Reading

The student first reads aloud a reading passage at his or her documented independent reading level to serve as a baseline and to gauge reading speed. The teacher takes note of fluency and reading speed.

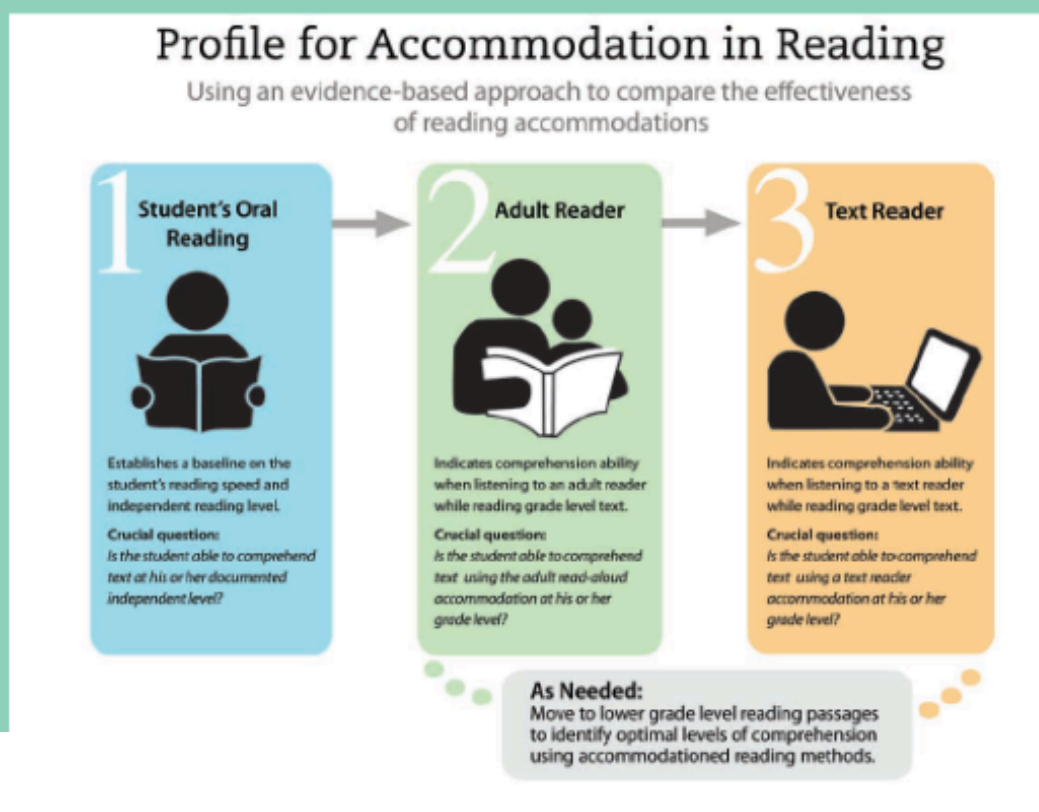
2. Adult Reader (Not allowed on the Kansas State Assessment)

To determine the effectiveness of the adult read-aloud accommodation, the adult reads a passage aloud at the student's grade level while the student follows on a paper copy of the passage.

3. Text Reader (Text to Speech/Electronic Reader/Digital Reader etc.)

To examine the effectiveness of using text-to-speech accommodations, the student uses the text reader available at his or her school (e.g., Built in Accessibility feature, Read and Write, etc.) to read an equivalent passage at the student's grade level.

After each kind of read, comprehension questions are verbally presented by the adult and scored accordingly. A Likert scale is used to rate the student's feelings about reading aloud.



# Which Students are Appropriate?

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The PAR process is suitable for students with documented disabilities, and for general education students struggling with reading, including students who are English language learners. The Action Signs listed below outline additional situations that may lead to the PAR process.

## ***Action Signs***

Use these Action Signs to identify students who might be in need of accessible instructional materials. Then use the PAR to gain insight into the students' needs and gather documentation for data-driven decisions about reading accommodations. Action signs include, but are not limited to the following:

- 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 in reading interventions who are struggling to keep up in content level classes.
- Students who do well in class except when they need to read and respond to written material.
- Students who read fluently, but lack comprehension.
- Students who have been successful in class using only an adult reader accommodation.

***The Kansas State Assessment has unique criteria...see that section for more information***



# Material

# Access and Prep

## **Background Info**

Gather background information from the team on the student's documented reading level and establish how often reading accommodations have been used by the student.

## **Prepare Materials**

Choose reading passages that might engage the student's interest and tap into a student's background and experience. Select all narrative or all expository passages so that you are comparing similar types of reading tasks.

**Print out scoring forms for the grade level passages selected for the student.**

**Other materials needed**

**Timer**

**Student Device(for electronic read aloud)**

**Likert Graphic**

## **Access and Presentation Options**

**Request Google Access (scan QR code or go to <https://tinyurl.com/PARaccessrequest> )**

- **Google Classroom**
- **Google Drive**



**Download from Don Johnston at:**

**<https://learningtools.donjohnston.com/product/upar/download/>**



# Administer PAR

Reading Modality	Action	Instructions
Student's Oral Reading	Student reads a passage out loud independently at the assessed independent reading level.	Present student with copy of passage, student will read the passage aloud. Teacher will time the student's oral reading speed to obtain a word per minute reading rate. Complete a running record to record accuracy. After the passage is read, teacher will ask the comprehension questions and mark the answers.
Adult Reader	The adult reads a passage to the student at the student's current grade level.	Present student with copy of passage. Teacher will read the passage aloud at a normal rate.. After the passage is read, teacher will ask the comprehension questions and mark the answers.
Text Reader	Student uses a text reader to read a passage at the student's current grade level.	Present student with electronic copy of passage Student will use text reader to read the passage aloud. After the passage is read, teacher will ask the comprehension questions and mark the answers.

- With all scenarios, the reading passage should not be removed from view when asking comprehension questions.
- Teachers should note whether students refer to the text to help them locate information
- After reading each passage, students are asked to rate whether they like or dislike each reading modality using a 4-point Likert scale. It is important that students understand that they are rating the methodology and not the content of the reading passage.





# PAR SCORING

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## ***Oral Reading***

- Calculate the students accuracy from the running record.
- Calculate the student's oral reading speed ( Oral reading speed (WPM) = (Total words read - Number of errors) / Time (in minutes)
- Score comprehension questions(answers are provided with the questions)

## ***Adult Reader***

- Score comprehension questions(answers are provided with the questions)

## ***Text Reader***

- Score comprehension questions(answers are provided with the questions)

## **Additional Comments**

- 1.The form indicates the amount of correct comprehension questions needed to be in Green or proficient
- 2.If the student doesn't score well on the comprehension, go down a level until you find a level they score well on.
- 3.f there isn't a big discrepancy in comprehension between their oral reading level and the text reader level then read aloud may not be an appropriate accommodation



# Kansas

# Assessments and IEPs

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## **IEP**

**The student must have read aloud listed in their IEP.**

Criteria:

- Electronic Text Reader is listed specifically as one method of read aloud
- Must be on assignments AND assessments
- Must be used primarily for text access
- Wording must include the word "State" for which assessments

Example: Beginning on DATE, when given an independent reading assignment or assessment(state, district, classroom) that requires reading text above the student's current instructional level, and that is not measuring or assessing the student's reading skills or abilities (frequency) in the general education or special education classroom (location), the student will be provided the text in a format the student can listen to (TTS, electronic device, read aloud by staff, etc.) until the assignment or assessment is completed (duration).

## **Kansas State Assessments**

- Students must have a documented need(IEP/504)
- Individual Applications have to be turned in to the state to get approval for read aloud of passages in ELA
  - Check with your building's testing coordinator for help
  - State deadline is Jan 31
- The application has a section to list the results of the PAR
  - The state does NOT want the adult reader score, only their oral reading level(Lexile level, found with district screener/assessment) and the text reader level(found with the PAR)






# Contact

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CKCIE Assistive Technology Specialist, Samantha Moran, is available to help troubleshoot electronic text reader issues as needed.

- **Phone**

 785-309-5143

- **Message**

 samantha.moran@usd305.com

- **Website**

 <https://www.305ckcie.com/departments/assistive-technology>

- **Request Access to Materials**

 <https://tinyurl.com/PARaccessrequest>



All materials are adapted from the PAR manual  
Kansas State Testing Requirements may change \*check with your testing coordinator or Special Education Administrator each year to verify updated requirements

