



STAR

STUDENT ACHIEVEMENT IN READING

**INTRO TO STAR AND
ALPHABETICS ASSESSMENT**

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**STAR Reading Program
Certified Trainer**

Welcome and Introductions

- Name
- Program
- Role in reading instruction, if at all
- How much attention do you give to teaching reading in your classroom?

What is STAR?

STAR = **S**Tudent **A**chievement in **R**eading

STAR is a reading reform initiative that will help you implement evidence based reading instruction in your classroom.

Who is a STAR Student?

STAR training focuses on **intermediate** level readers, both native and non-native speakers of English.

- ★ Although STAR can be used as a standalone class, that would not be the typical use in AEPP funded adult education programs.
- ★ STAR assessments and instructional materials are meant to be incorporated into your existing ABE and ESL classrooms as the teacher or program sees fit.

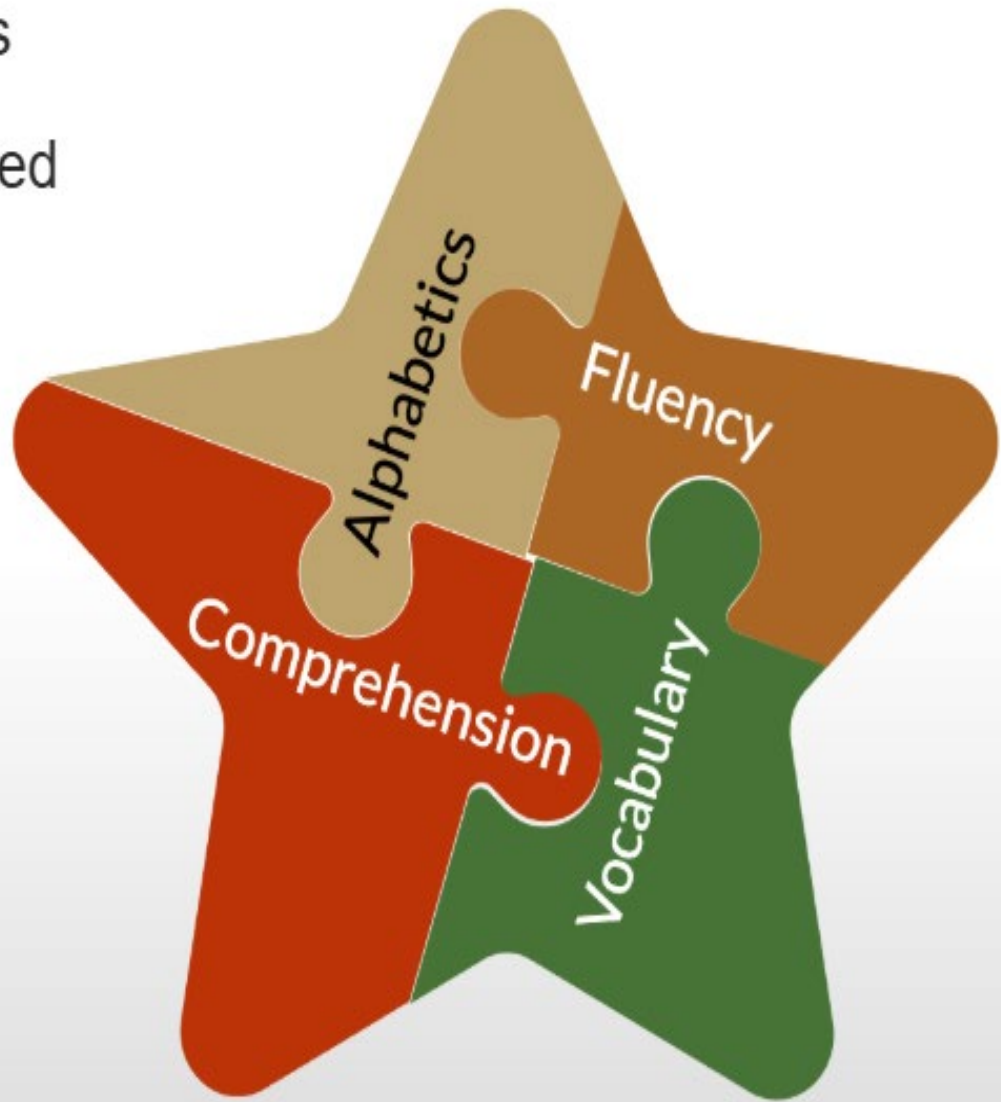
It can be used under EPE, WIOA or ALE funding.

What is Evidence Based Reading Instruction (EBRI)?

- ★ EBRI means that you are teaching reading using techniques which have been found to be effective.
- ★ There is evidence, from a variety of sources, that these techniques work.

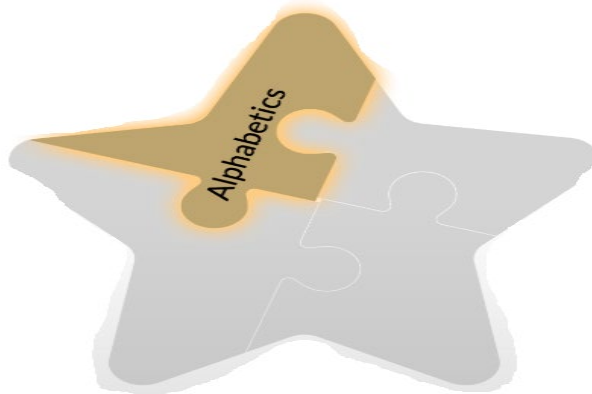
What Does the Evidence Tell Us?

- **Four** major components
- **Teach** components based on needs



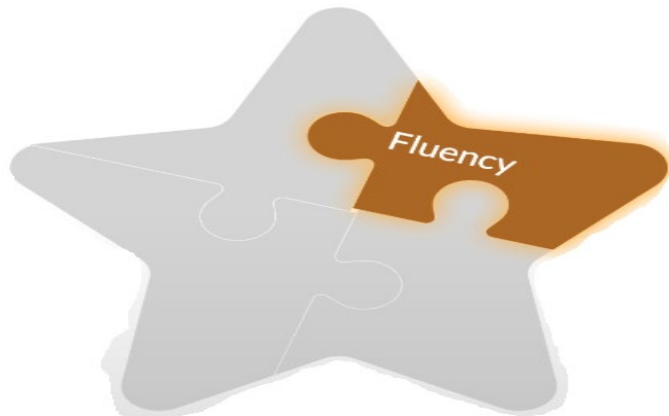
What is Alphabetic?

- ★ *“The ability to identify words on a page.”*
- ★ Involves being able to connect letters with the sounds they represent; identify words that contain regular letter relationships; and using word parts to identify multisyllabic words.



What is Fluency?

- ★ *“The ability to read with speed and accuracy.”*
- ★ Involves being able to read with expression, intonation and rhythm, which is called **prosody**.



What is Vocabulary?

- ★ *“The breadth, depth and flexibility of knowledge about the meanings of words.”*
- ★ Reading requires knowing not only what words and word parts mean, but also how different forms of the word are used.

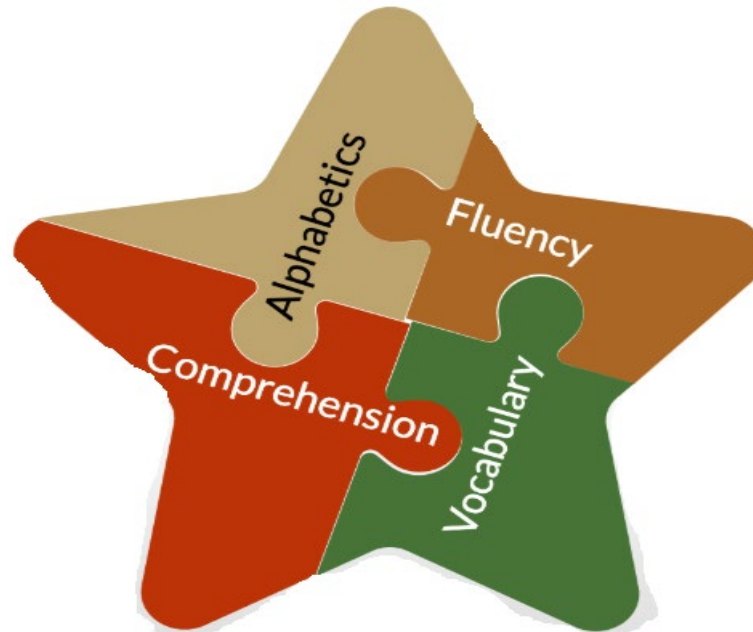


What is Comprehension?

Comprehension requires connecting the words in a text to discover the author's ideas, and relating those ideas to what the reader knows.



Reading is an interactive process with each component affecting the others.



Components Interact

The components relate to each other in different ways. A problem in one component can affect success in another. Let's look at some examples.

Example 1: Components Interact

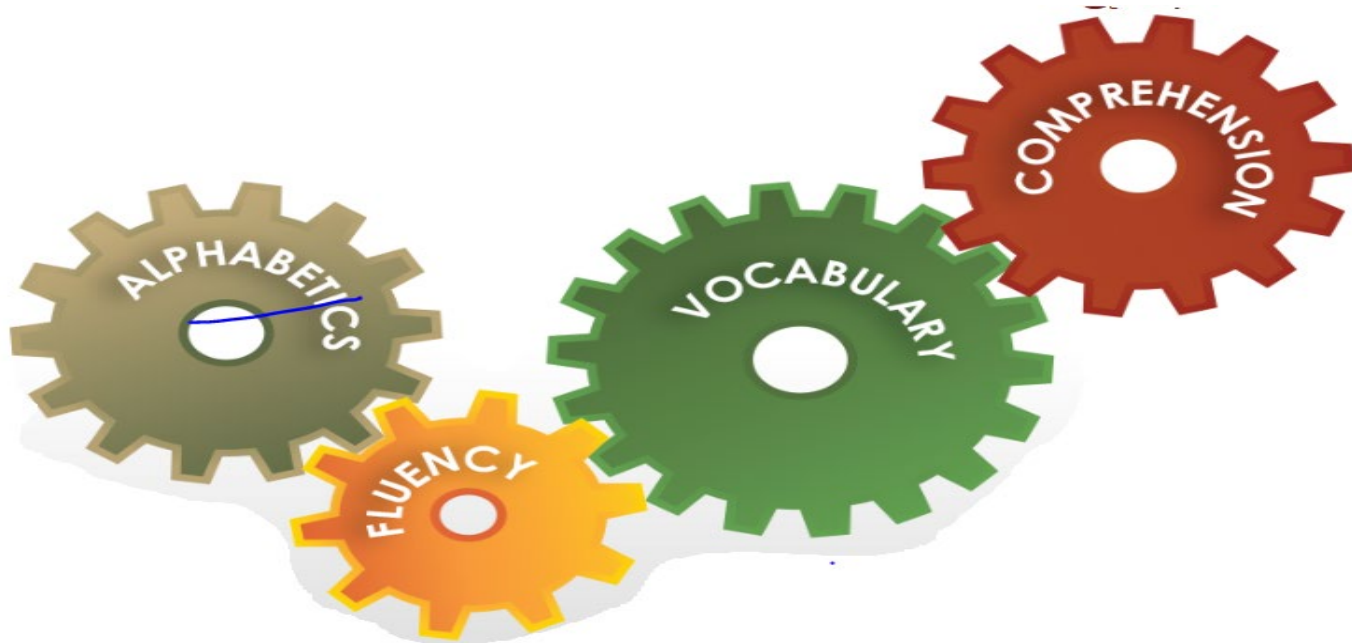
A student is reading aloud, recognizing most of the words correctly, but doing so at a very slow rate. He reaches the end of the paragraph, and you ask, “What was the paragraph about?” He replies, “I have no idea.” Fluency is affecting comprehension for this student. Recognizing words requires so much effort, he can’t give attention to the meaning of the text.

Example 2: Components Interact

Children are less inhibited than adults.

Your student has no problem reading the sentence, but is not sure what “inhibited” means. Here vocabulary is affecting comprehension.

How important is it for teachers to understand how the components affect your student's reading?



Levels of Adult Literacy Learners

STAR focuses on intermediate level learners:

Beginning: 0-3.9

Intermediate: 4.0-8.9

Advanced: 9.0-12.9

A study of students at these three levels reveals difference among these groups:

NCSALL

National Center for the Study of Adult Learning and Literacy

A NCSALL Research Brief

November 2003

Adult Reading Components Study (ARCS)

John Strucker | Rosalind Davidson

Needs of Adult Literacy Learners

	Grade Levels	Needs
Beginning Readers	0-3.9	<ul style="list-style-type: none"> • Difficulty with alphabets and fluency • Print related skills
Intermediate Readers	4.0-8.9	<ul style="list-style-type: none"> • Different patterns of reading difficulties • Some weakest on word-related skills • Others weakest on print-related skills
Advanced Readers	9.0-12.9	<ul style="list-style-type: none"> • Difficulty with vocabulary and comprehension • Meaning-related skills

- ★ Adults who are stuck at the intermediate level in reading are having trouble with one or more of the components.
- ★ Understanding how these components interact for intermediate level learners helps us learn how to move our students toward success.

Diagnostic Assessment

Now that we have learned about the four components of reading, we will begin learning about how diagnostic assessment can be used to determine which component, or components are standing in the way of student success in reading.

Alphabetics Assessment

Alphabetics : How well do students deal with the printed word?

How would you pronounce each of these words?

alpestrine

tralatitious

effaceable

hydrophyte

habiliment

antipyretic

lycanthrope

maculature

- ★ How close were you to the correct pronunciations?
- ★ What rules did you apply?
- ★ Most likely you looked for chunks you already knew and divided between them.

That's what we want our students to do: Break words into chunks and put the chunks into words they recognize.

al-pes-trine

tral-a-ti-tious

ef-face-a-ble

hy-dro-phyte

ha-bil-i-ment

an-ti-py-ret-ic

ly-can-thrope

mac-u-la-ture

Alphabets: A Foundational Skill in Reading

“ Use combined knowledge of **all letter-sound correspondences**,
syllabication patterns,
and **morphology** (e.g., roots and affixes)
to read accurately unfamiliar multisyllabic words in context and out of context. ”

From the *College and Career Readiness Standards (CCRS)*

- ★ To assess students' skill in alphabetics, we ask them to read grade-leveled lists of words.
- ★ Testing usually begins with a word list on the student's reading grade level on the TABE.
- ★ Have the student read harder or easier lists until we find the highest grade level where they can read 80 to 100 percent of the words correctly.

TABE 13/14 Grade Range Scale Score

READING			
NRS Level	Grade Range Guideline	Grade	Scale Score Range
1	K-1	K	300-371
		1	372-441
2	2-3	2	442-471
		3	472-500
3	4-5	4	501-518
		5	519-535
4	6-8	6	536-549
		7	550-562
		8	563-575
5	9-10	9	576-596
		10	597-616
6	11-12	11	617-709
		12	710-800

- ★ Since our students are intermediate level readers, we usually stop testing if a student reaches the ninth grade level.
- ★ If they are at the eighth grade level they don't need further instruction in alphabetics.

- ★ While you are testing try to write down the student's errors, as this can help you determine the nature of the student's difficulty.
- ★ Lastly, check occasionally to see if the student is familiar with the word they missed.

Step 1: Determine Grade Level

- ★ Chris has a scale score of 530 on the TABE 11/12 reading test. At what grade level would you begin testing?
- ★ Use the Grade Range Scale Score graph in your handouts to determine Chris' grade level in reading.

Step 1: Determine Grade Level

- ★ Chris has a scale score of 530, which puts him at the fifth grade level.
- ★ This is where you will begin to test.
- ★ Remember, you can go up or down a level depending how the student progresses.

3	4-5	4	501-518
		5	519-535

Step 2: Student and Teacher Word Lists

- ★ The student will read the words from the word list while the teachers listens and makes notes on their copy.
- ★ Note that only the teacher's word list has grade levels. The student lists are marked with letters A through K.
- ★ It is helpful if the student is given an index card to use. This helps them from going too quickly through the list.

Step 2: Word Lists

Our student Chris had a scale score of 530, and a fifth grade reading level.

What reading list will the teacher give Chris?

Step 2: Word Lists

Chris will start with List G which is at the fifth grade level.

When reading the list, Chris has three errors:
He pronounces “microscope” as “MIC ROS OP”
“Curious” as “SERIOUS”
“Reliable” as REALABLE”

How should the teacher proceed?

Step 2: Word Lists

Chris has not mastered the word list. The teacher will then have Chris read List F, the fourth grade word list.

Chris only has one error on the fourth grade list.
How should the teacher proceed?

Step 3: Record Results on DRA

The teacher can stop testing. We have found Chris' level to be grade four. The teacher may then record Chris' results on the DRA

Diagnostic Reading Assessment Profile

Student Name: _____ Testing Date: _____

Tester Name: _____ Site: _____

TABE/CASAS Reading GLE: _____

Alphabetic Assessment Record

Highest level Bader graded word list read accurately: _____

Sylvia Greene Basic Phonics Assessment given? Y N

Sylvia Greene's Informal Word Analysis

- ★ When students have difficulty reading words at the fourth grade level or below, they may need instruction in **basic phonics**.
- ★ We can conduct an additional assessment to determine specific gaps in phonic skills.
- ★ We use the Sylvia Greene's Informal Word Analysis to assess lower level phonics skills in adult learners.

Sylvia Greene Informal Word Analysis

- ★ The Sylvia Greene has two levels, arranged by order of difficulty.
- ★ **Level I** includes words that test knowledge of consonants and short vowels.
- ★ **Level II** tests other vowel sound like long vowels and r controlled vowels.

Level I Examples

fan	short a consonant: f, n
hag	short a consonant: h, g
Sal	short a consonant: s, l
ban	short a consonant: b, n
tad	short a consonant: t, d
rig	short a consonant: r, g

Level II Examples

vain	vowel digraphs <u>ai</u>
jay	ay
peek	ee
beam	ea
roam	oa
mow	ow = long o

Sylvia Greene

If a student is not successful on the grade four level of the Graded Word List, you may want to test them on the Sylvia Greene assessment to determine the need for basic phonics instruction.

Sylvia Greene Instructions

1. Give the learner the "Learner Copy" of the inventory and explain that he/she should read the words aloud, going down each column.
2. As the learner reads the words, mark correct and incorrect responses next to each word on the "Teacher's Copy" of the inventory in the "Reading Column."

Sylvia Greene Instructions

3. The responses recorded on the "Teacher's Copy" show the letter combinations that the learner knows (the correct responses) as well as those he/she does not know (the incorrect responses).
4. As a teacher, you can then plan instruction that targets the letter combinations that each learner does not know.

Basic vs Advanced

Successful with Grade 8 list



Alphabets instruction not needed

Not successful with Grade 4 list



Give phonics assessment

Successful

Not successful

May need advanced alphabets

Needs phonics instruction

Successful with Grade 4 list, but not successful all the way through the Grade 8 lists



Wait for fluency assessment results.

- ★ As you review the results of your student's alphabets assessment, look for clues that will help you make decisions about their need for instruction.
- ★ Are they being limited by their vocabulary?
- ★ We may need to see how accurate they are when they read graded passages in the Fluency Assessment.
- ★ Remember to note how the student decodes words, both correctly and incorrectly. This will help you determine if they need instruction in alphabets.

Assessing Non-Native Speakers of English

- ★ If you think the student is missing words because they are not in their oral vocabulary, you can ask if they have ever heard the word before.
- ★ This will help you determine if it is truly an alphabetics problem, or a vocabulary problem.

Assessing Non-Native Speakers of English

- ★ Lastly, remember you are looking to see if difficulties in word recognition are causing comprehension problems.
- ★ Accents or dialects may affect pronunciation, but pronunciation doesn't matter if the student can identify word meaning.

Introduce the Assessment Process to the Student

- ★ Explain why diagnostic assessment is being done and what you'll be asking them to do.
- ★ Give clear instructions to students for each assessment.
- ★ Explain that you will be writing down what they say.
- ★ Tell them how/when assessment results will be shared.

Graded Word Lists - Student and Teacher Copies

- ★ Start at the TABE level.
- ★ Give students an index card to move down each list as they go—this will help to slow them down.
- ★ Encourage students to pronounce each word even if they aren't sure.

Graded Word Lists - Student and Teacher Copies

- ★ Write what the student says on examiner copy.
- ★ 0-2 errors are allowed for a list to be considered successful.
- ★ Continue with the next higher or lower list to find the highest level list the student can read successfully.

Basic Phonics Assessment

Sylvia Greene's Informal Word Analysis Inventory

- ★ Give if a student's success level on the graded word lists is level 4 or below.
- ★ Begin with Sylvia Greene Level II, only give Level I if there are many errors.
- ★ Give students an index card to move down the list as they go—this will help them to focus on one word at a time and to slow them down.

Basic Phonics Assessment

Sylvia Greene's Informal Word Analysis Inventory

- ★ Encourage students to pronounce each word even if they aren't sure.
- ★ Write what the student says on examiner copy.

Enter Results on the Diagnostic Reading Assessment Profile

Diagnostic Reading Assessment Profile

Student Name: _____ Testing Date: _____

Tester Name: _____ Site: _____

TABE/CASAS Reading GLE: _____

Alphabets Assessment Record

Highest level Bader graded word list read accurately: _____

Sylvia Greene Basic Phonics Assessment given? Y N

- ★ That completes the Alphabetics Assessment portion of STAR Training!
- ★ In the next part of the training, we will learn how to take the data and create appropriate lessons for students.