



STAR

STUDENT ACHIEVEMENT IN READING

**INTRO TO STAR AND
COMPREHENSION
ASSESSMENT**

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**STAR Reading Program
Certified Trainer**

Welcome and Introduction

- Name
- Program
- Role in Comprehension instruction, if at all
- How much attention do you give to reading comprehension 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.

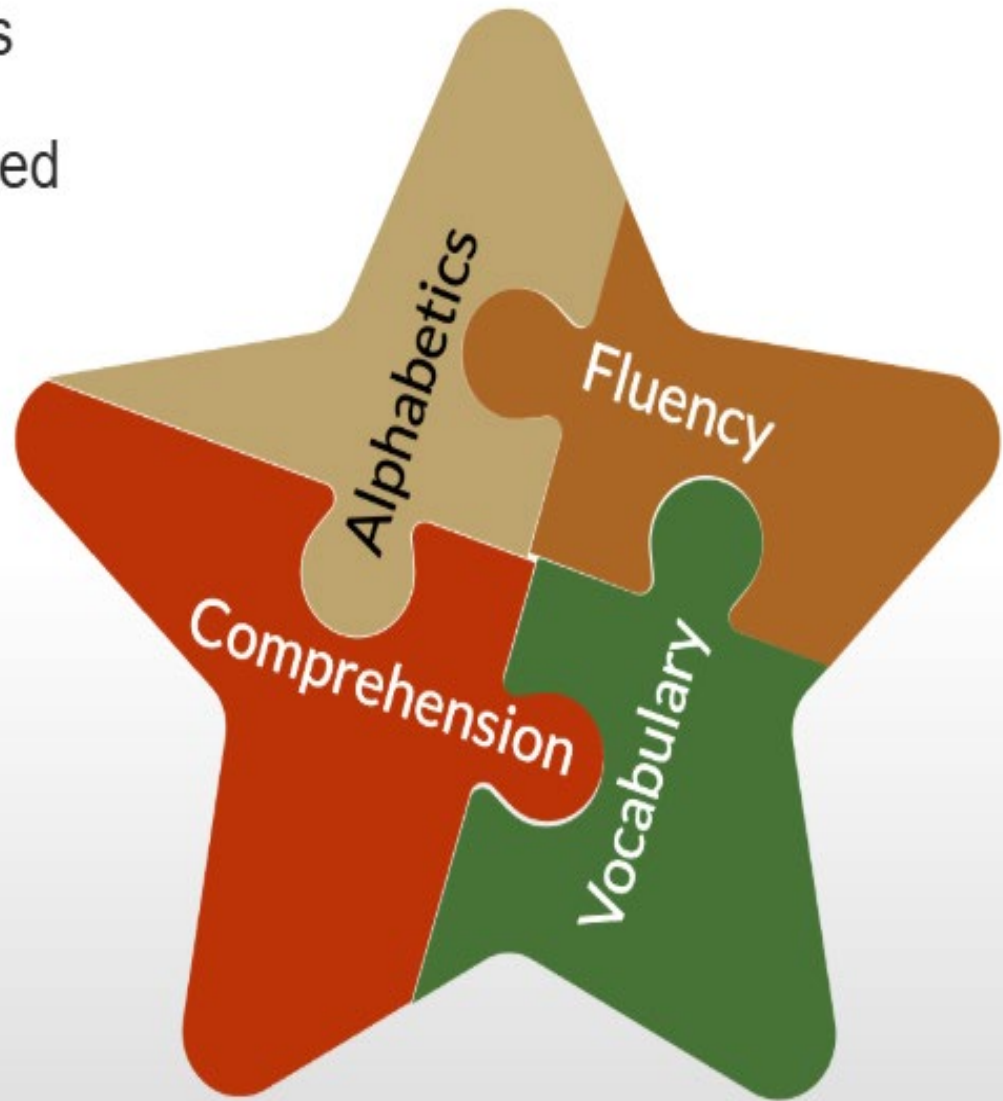
It can be used under EPE, WIOA or ALE funding.

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.

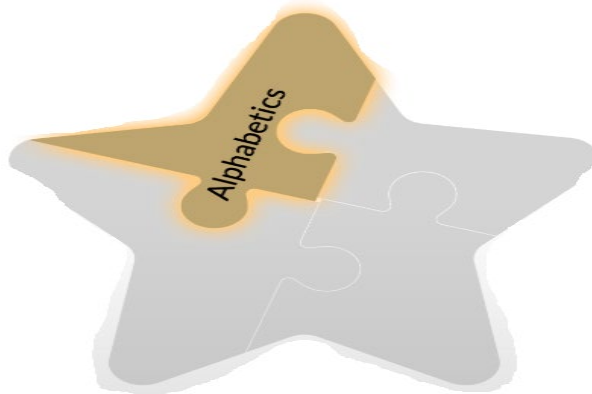
What Does the Evidence Tell Us?

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



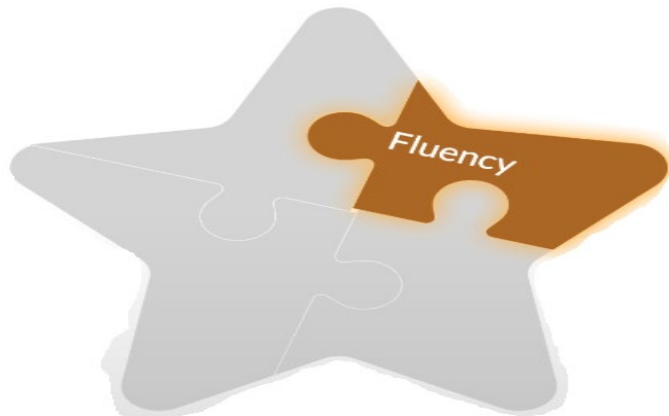
What is Alphabetics?

- ★ *“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.

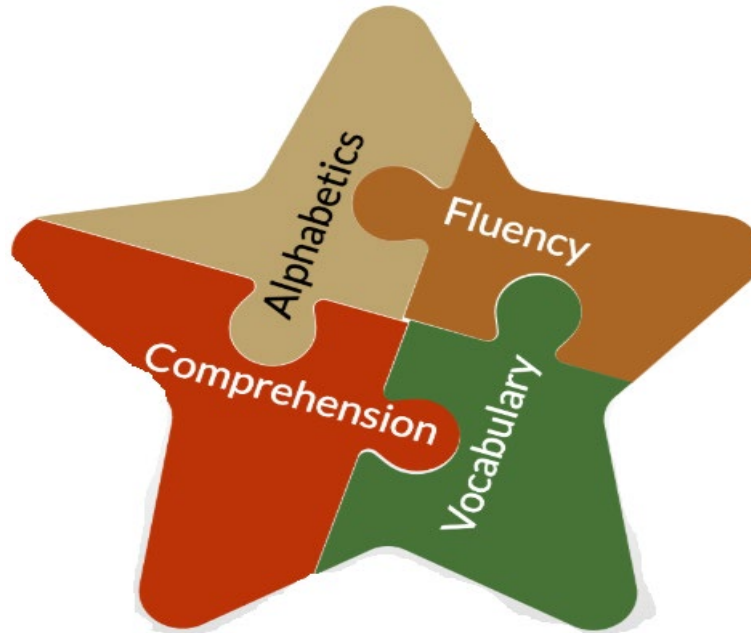


What is Comprehension?

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

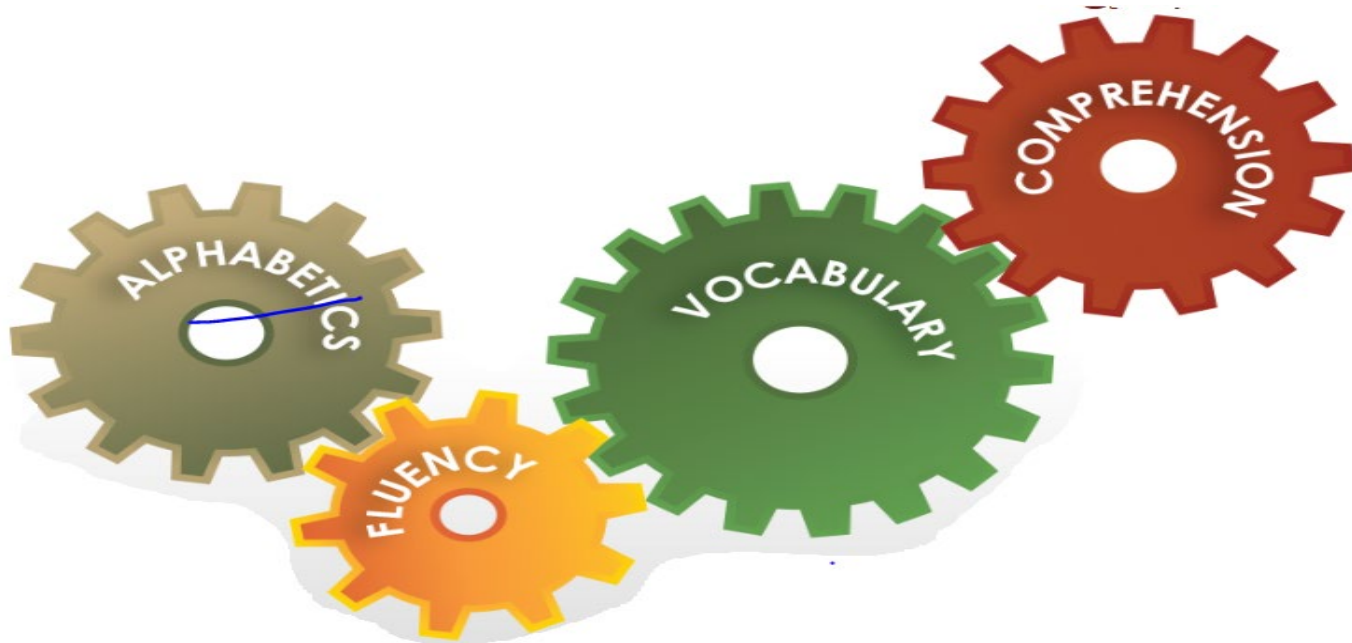
A student is reading aloud, recognizing most of the words correctly, but doing so at a very slow rate. He reaches the end of the paragraph, and you ask, “What was the paragraph about?” He replies, “I have no idea.” Fluency is affecting comprehension for this student. Recognizing words requires so much 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.

STAR Big Idea

The two main reasons we do diagnostic assessment:

- ★ To determine which reading components are instructional priorities
- ★ To identify the correct level of text to begin instruction

THINK- PAIR - SHARE

STEPS:

- 1. Read the question.**
- 2. Reflect for a few minutes.**
- 3. Answer the question.**
- 4. Discuss your answer with your partner/s.**
- 5. Share out**

Question:

What strategies do you use to assess reading comprehension in your classroom?

STAR ASSESSMENT COMPONENTS

**Comprehension
Assessment is the last
component of the STAR
Diagnostic Assessment.**



Alphabetics

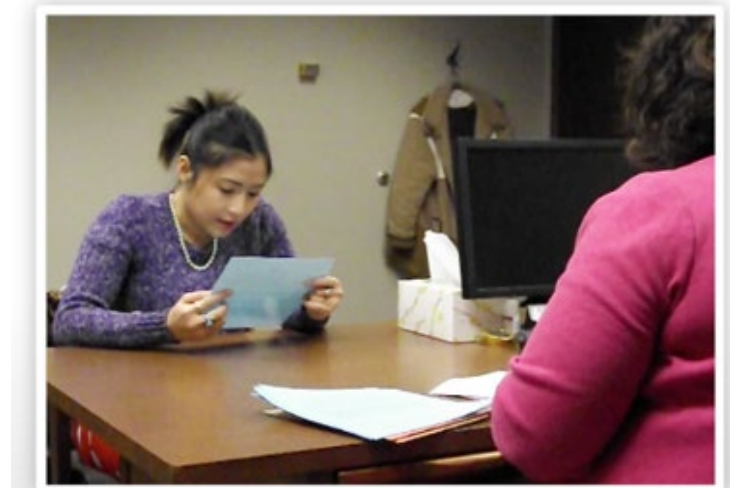
Fluency

Vocabulary

Comprehension

WHAT IS COMPREHENSION ASSESSMENT?

**COMPREHENSION ASSESSMENT
IS ABOUT ASSESSING STUDENT
ABILITY TO ANSWER ALL KINDS
OF QUESTIONS**



**Answers to questions demonstrate
understanding**

Types of Questions

Based on the type of question, students must:

- ★ Explicitly determine
- ★ Infer
- ★ Interpret
- ★ Reflect on and evaluate what the text says

Preparing to Test

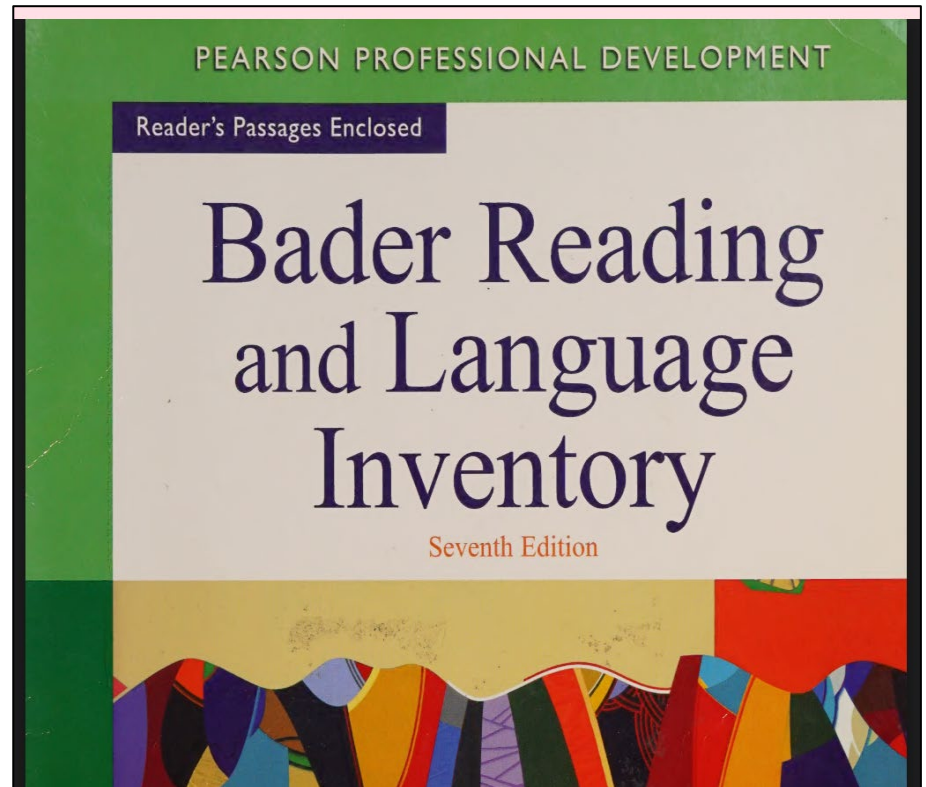
Organize your Comprehension Assessment Materials:

- ★ Passages for students to read
- ★ Passages you can read from and mark
- ★ Locate a quiet place for testing

Preparing to Test

In the Bader (7th Edition), different passages are available for use to conduct:

- ★ Comprehension Assessment
- ★ Fluency Assessment



Preparing to Test

Students' Copies
are in Part 6
Reader's Passages.
Sample 2SA
Passage

SAM BUYS A NEWSPAPER

Sam stopped to ask Mrs. Kay if she needed anything from the store. She was very old. Sam liked to help her. She asked him to buy her a newspaper. Sam went to the store.

The store was closed. Sam walked for a long time to another store. He asked for a newspaper. One was folded and put into his bag.

Sam gave Mrs. Kay the paper. She said, "Oh, Sam, you are so good. I have not seen a paper written in Greek for months!"

Sam was surprised, but he just said, "You're welcome, Mrs. Kay."

Preparing to Test

Examiner
Copies are
in Part 2 of
the Bader.
Sample 2SA
Passage

SAM BUYS A NEWSPAPER

Sam stopped to ask Mrs. Kay if she needed anything from the store. She was very old. Sam liked to help her. She asked him to buy her a newspaper. Sam went to the store.

The store was closed. Sam walked for a long time to another store. He asked for a newspaper. One was folded and put into his bag.

Sam gave Mrs. Kay the paper. She said, "Oh, Sam, you are so good. I have not seen a paper written in Greek for months!"

Sam was surprised, but he just said, "You're welcome, Mrs. Kay." (97 words)

Unprompted Memories

Please retell the story.

- Sam going to store
- he stopped at Mrs. Kay's
- if she needed anything
- Mrs. Kay is old
- Sam likes to help
- she needed paper
- store was closed
- walked a long way to another store
- paper folded and put into bag
- gave paper to Mrs. Kay
- she said Sam was good
- she hadn't seen Greek paper
- in long time
- Sam surprised, said you're welcome

Interpretive question: *Why was Sam surprised?*

Acceptable answer: Yes No

Comprehension Questions

- Where did Sam go?* (store or Mrs. Kay's)
- What did Sam ask Mrs. Kay?* (if she needed anything)
- Why did he like to help Mrs. Kay?* (she's very old or she needed help)
- What did Mrs. Kay need at the store?* (a newspaper)
- Why did Sam walk a long way?* (first store was closed)
- What did Sam buy at the store?* (newspaper)
- What did Mrs. Kay say?* (she hadn't seen a Greek newspaper or Sam was good)
- What did Sam say to Mrs. Kay?* (you're welcome)

Example for Selecting Bader Passages

Level 6

Fluency Assessment

- Use “Volcanoes” (6SA)

Comprehension Assessment

- Use “Drivers Licenses” (6SB)

Use one “S” passage for fluency and the other “S” passage for comprehension.

Preparing to Test

Select one of the “S” passages, A or B, at each level.

Grade Level	Passage Title
2SA	Sam Buys a Newspaper
2SB	Linda at the Diner
3SA	Ants
3SB	The Lucky Wrong Number
4SA	Google It
4SB	Land of Many Riches
5SA	Bambi’s Mother and Hunting
5SB	Not in the Mood to Read
6SA	Volcanoes
6SB	Driver’s Licenses
7SA	Fast Train Travel
7SB	The Job Application
8SA	Firefighters
8SB	A New Job

BEGINNING TO TEST

Start at the Student TABE Level

Name: <i>Preem</i>		Instructional Profile		Date: <i>12/8/14</i>	
TABE/CASAS Reading GLE:		<i>5.4</i>			
Alphabetics Instructional Level		Fluency Instructional Levels		Vocabulary Instructional Level	Comprehension Instructional Level
Basic	Advanced	Accuracy	Rate and Prosody		

While Testing for Comprehension

- ★ Let the student read silently and indicate when he/she finished.
- ★ Allow students to refer back to the passage while answering questions orally.

While Testing for Comprehension

On the Examiner's Copy

- ★ Ask all the comprehension questions following each passage, including the interpretive questions.
- ★ Ignore Assessing and Activating Background Knowledge(at top of Examiner's copy).
- ★ Ignore Unprompted Memories(Levels 2-5 only).

Scoring the Comprehension Assessment

- ★ Use Laura & Laurie's Comprehension Scoring Chart for the correct responses needed for a passage to be successful.
- ★ Make sure to add the Interpretive Question.

Laura & Laurie's Comprehension Scoring Chart

Grade Level	Passage Title	Number of questions answered correctly. Include the interpretive question.
2SA	Sam Buys a Newspaper	6 or more
2SB	Linda at the Diner	6 or more
3SA	Ants	6 or more
3SB	The Lucky Wrong Number	6 or more
4SA	Google It	6 or more
4SB	Land of Many Riches	6 or more
5SA	Bambi's Mother and Hunting	6 or more
5SB	Not in the Mood to Read	6 or more
6SA	Volcanoes	6 or more
6SB	Driver's Licenses	6 or more
7SA	Fast Train Travel	6 or more
7SB	The Job Application	6 or more
8SA	Firefighters	8 or more
8SB	A New Job	8 or more

How Do I Conduct the Test?

- ★ Explain to the students the importance of reading comprehension assessment.
- ★ Explain clearly the test procedure.
- ★ Answer all questions and concerns.
- ★ Provide a quiet and safe space.

Things to Keep in Mind

- ★ There are 8 grade level texts.
- ★ Each level consists of two different texts: A and B.
- ★ Use a different text for fluency and comprehension.
- ★ Include Interpretive Question into your Score.

Things to Keep in Mind

- ★ You could start at level 6. You will move Learner A, up and down based on what Learner A does.
- ★ So, starting at a different level would be fine.
- ★ Starting at too low or too high a level is not a problem. You move the examinees up and down based on their answers.

Scoring Comprehension Tips

- ★ Continue testing with the next higher or lower-level passage to find the highest-level passage where the student is successful. The instructional level is one level higher.
- ★ For example, if the student's last passage where he was successful was Level 4, his/her Instructional Level is 5.

Finding the Right Level

- ★ Sometimes, you will start the test on a level that is too difficult for a learner.
- ★ When this happens, move back to the lower level.
- ★ If the student is successful at the lower level, you STOP testing.
- ★ The instructional level is one level above where a student was successful.

Learner A – Going Forward

TABE Level: 5.6

Started at Level 5: Not in the Mood to Read* - seven correct answers.

Proceeded to Level 6: Driver's Licenses – five correct answers.

Stopped after Level 6.

Learner A's Score is 6, one level above the level where Learner A was Successful.

*You could start at Level 6. You will move Learner A up and down based on what Learner A does. So, starting at a different level would be fine.

Learner A – Going Forward

Learner A was successful at Level 4 but *not* successful at Level 5, so we found the highest level Learner A was successful:

- ★ Level 4 was the highest level where Learner A was successful.
- ★ A learner's instructional level is one level above the level where he/she was successful.

Learner B – Going Back

TABE Level: 6

Started at Level 6: Driver's Licenses – Four correct answers. Went back to Level 5: Not in the Mood to Read – Eight correct answers.

Stopped after Level 5. The highest level where Learner B was successful.

Learner B's Comprehension Score is 6, one level above at which Learner B was Successful.

Recording the Comprehension Score

Diagnostic Reading Assessment Profile

Student Name: _____ Testing Date: _____

Tester Name: _____ Site: _____

TABE/CASAS Reading GLE: _____

Alphabetics Assessment Record

Highest level Bader graded word list read accurately: _____

Sylvia Greene Basic Phonics Assessment given? Y N

Fluency Assessment Record

Passage Grade Level	Accurate? Y/N	Good rate and prosody? Y/N
8		
7		
6		
5		
4		
3		

Recording the Comprehension Score

Alphabets Need for Instruction		Fluency Instructional Level		Vocabulary Instructional Level	Comprehension Instructional Level
Basic	Advanced	Accuracy	Rate & Prosody	(the level at which the student no longer knows 4/5 of the words)	(the level at which the student cannot answer at least 75% of the comprehension questions correctly)
Yes No	Yes No	_____	_____	_____	_____

Notes:

Pull It All Together

- ★ Add the student's score to their Student Diagnostic Assessment Record, along with Alphabetics, Fluency and Vocabulary.
- ★ You have a complete assessment profile of this student.

From My Own Experience

- ★ If you happen to test English Language Learners, be aware of their listening comprehension challenges.
- ★ Although they understand a reading text, they might have difficulties understanding an oral question related to the text.

Reflection

- ★ Do you see yourself using this assessment in your classroom?
- ★ How do you think your student would respond to the reading comprehension assessment?

Let's Practice

- ★ With a partner, practice administering and scoring the Reading Comprehension Test.
- ★ Continue practicing with your family members and friends.

Handouts

- ★ Diagnostic Reading Assessment Profile
- ★ Helpful Hints for Diagnostic Reading Assessment
- ★ Laura and Laurie's Comprehension Scoring Chart
- ★ Bader's Readers Passages
2SA - 8SA; 2SB - 8SB
- ★ Bader's Readers Passages
2SA - 8SA; 2SB - 8SB *Examiner's Copies*

Next Steps: Comprehension Instruction

- ★ How will reading comprehension strategies impact the assessment?
- ★ What kind of texts would you utilize in your instructional planning to support your students in reading comprehension?