STAR

STUDENT ACHIEVEMENT IN READING

INTRO TO STAR AND VOCABULARY ASSESSMENT

Jennifer Kent-Isaacs
Cayuga-Onondaga BOCES
Adult Ed Instructor
Jkentisaacs@cayboces.org

**STAR Reading Program
Certified Trainer**

Welcome and Introduction

➔ Name

➔ Program

➔ Role in Vocabulary instruction, if at all

➔ How much attention do you give to teaching vocab in your classroom?

What is STAR?

STAR = **ST**udent **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.
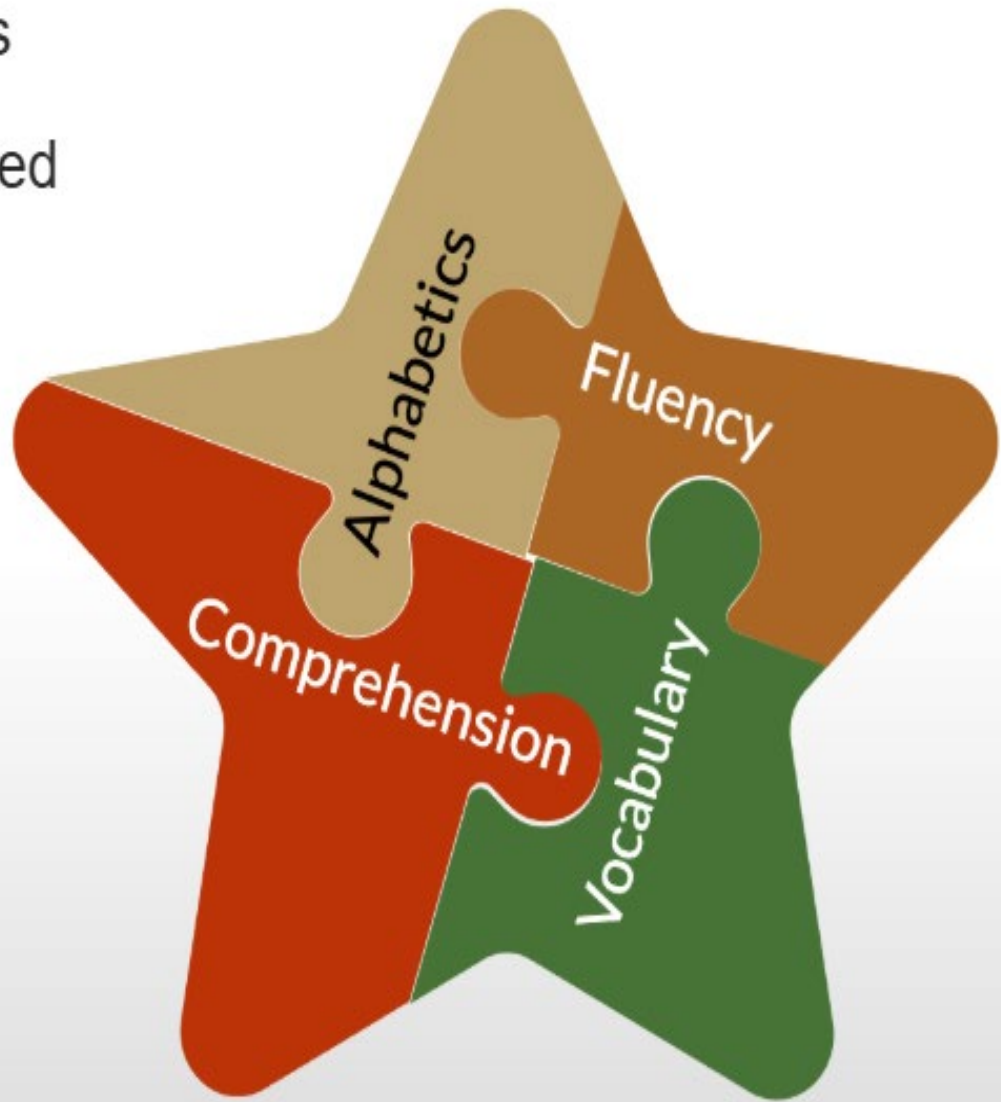
It can be used under EPE, WIOA or ALE funding.

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.
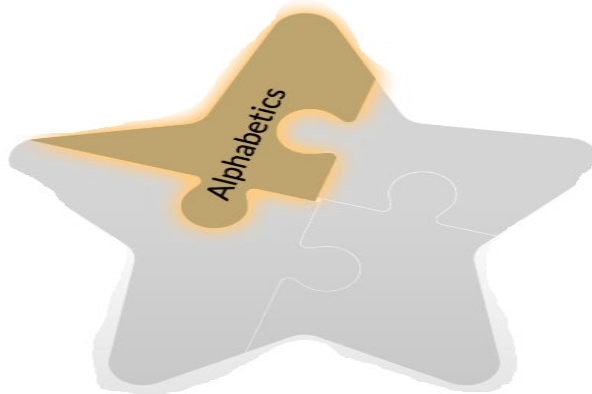
What is Fluency?

★ *"The ability to read with speed and accuracy."*

★ Involves being able to read with expression, intonation and rhythm, which is called **prosody**.

Fluency
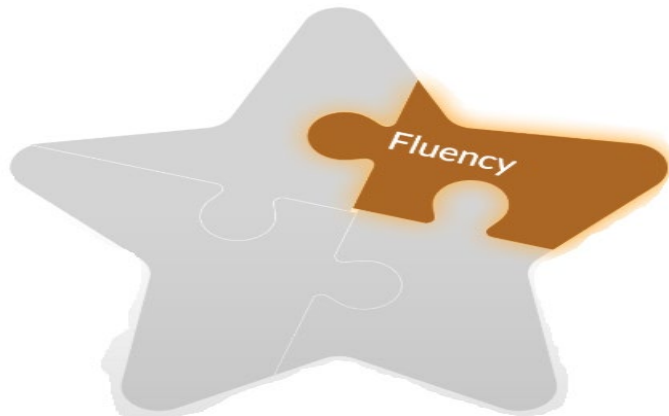
What is Vocabulary?

★ *"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.
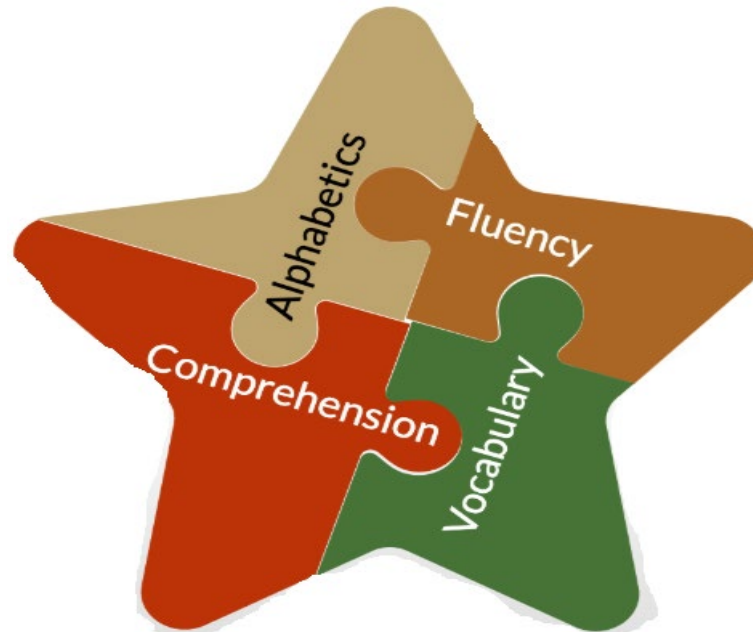
Vocabulary

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?
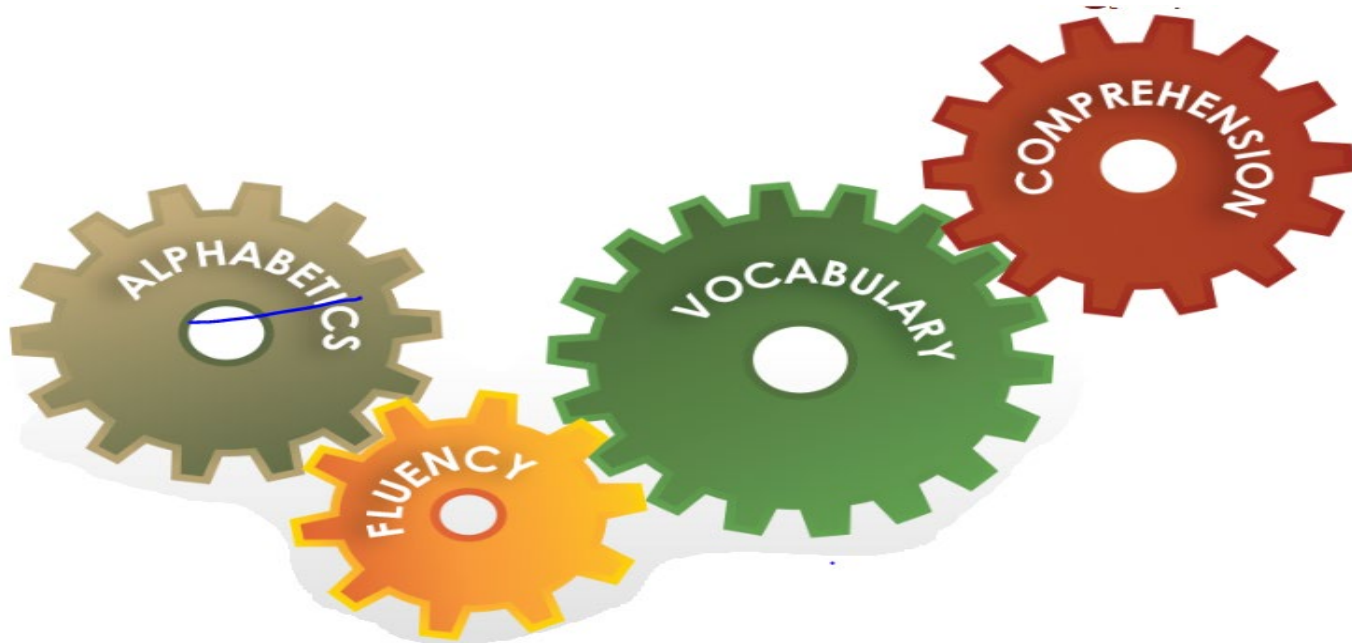
Levels of Adult Literacy Learners

STAR focuses on intermediate level learners:

Beginning:	0-3.9
Intermediate:	4.0-8.9
Advanced:	9.0-12.9

STAR
STUDENT ACHIEVEMENT IN READING

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	• Difficulty with alphabetics and fluency • Print related skills
Intermediate Readers	4.0-8.9	• Different patterns of reading difficulties • Some weakest on word-related skills • Others weakest on print-related skills
Advanced Readers	9.0-12.9	• Difficulty with vocabulary and comprehension • Meaning-related skills

STUDENT ACHIEVEMENT IN READING

⋆ 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

Vocabulary

★ "The words a person knows and understands."

★ Ask students the meaning of words.

★ From their answers, we can tell:

   ✦ If a student knows what a word means.

   ✦ How well they understand the meaning.

Preparing to Test

★ Organize materials

   ★ Word Meaning Test

   ★ Student doesn't need anything: Oral Test

Word Meaning Test

★ Oral vocabulary assessment with 5 words for each level.

★ Ask the student what each of the words mean

★ Write down what the student says and mark each word right or wrong.

Where to Start?

★ Their **instructional level** for vocabulary would be one level higher

★ We don't want to instruct at a level where the student is already successful.

How Do I Give the Test?

★ Say to the learner: "I'm going to say a word and ask you to tell me what it means."

★ Beginning with the first word on the list, say: "Tell me what _____ means."

★ Write down as much of the learner's response as you can.

Example from Level 4 Word List

Interruption

Main concepts: Butting in; disturbing someone while they are talking; you cut in on a conversation mid-sentence.

Sample sentence: "It's an interruption when you're in a meeting and someone comes and knocks on the door."

How Do I Give the Test?

★ Sometimes, a learner will misunderstand a word. (Might misunderstand "connect" as "correct.")

★ Stop the learner and say, "I will say the word again."

★ "Tell me what _____ means."

★ If learner still does not understand the target word, write down the response and note that the learner misunderstood the word.

Things to Keep in Mind

★ Word lists go beyond grade 8, but no need to go higher than grade 8.

★ If successful on the grade 8 vocabulary list we know that vocabulary is a strength for that student.

★ Use the acceptable responses as a guide, not as exact answers.

Things to Keep in Mind

★ Student does NOT need to give a dictionary definition.

★ May give example or describe it.

★ Look for sense that the student understands what the word means.

★ Prompt to say more by saying, "Tell me more." Or "Can you give an example?

★ Please do not use any other prompts.

Things to Keep in Mind

★ Oral test so that students' decoding skills do not limit their ability to define words.

★ Oral test but you can show participants the words if they ask to see them.

Forward, Backward or Stop?

★ In order to master a level—and go on to the next level—a learner must give the correct meanings for 4 out of the 5 words.

★ Continue with higher levels until you finish a list on which a learner does not give at least 4 correct meanings.

Learner A – Going Forward

Started at Level 6: 4 out of 5 correct

Proceeded to Level 7: 5 out of 5 correct

Proceeded to Level 8: 4 out of 5 correct

Stopped after Level 9/10: 3 out of 5 correct

Learner A's score is 8.0 G.E.

Finding the Right Level

- ★ Sometimes, you will start the test on a level that is too difficult for a learner.

- ★ Try the previous level instead of moving forward.

- ★ Begin with **Level 7**, but only 2 of 5 correct, give **Level 6**.

Learner B – Going Back

Started at Level 7: 2 out of 5 correct

Went back to Level 6: 3 out of 5 correct

Stopped after Level 5: 4 out of 5 correct

Learner B's score is 5.0 G.E.

How Do I Score the WMT?

★ Scored in "real time."

★ Must decide whether a learner has given a correct response while you are giving the test.

★ The number correct on each level determines which level you will give next.

How Do I Score the WMT?

★ Familiarize yourself with the acceptable responses before you give the test.

★ Keep list of acceptable responses near you when you give your first few tests.

★ Refer to it if you are not sure about a response.

How Do I Score the WMT?

★ Did the learner will give a meaning that is extremely difficult to judge?

★ You'll need more time to decide if the meaning is acceptable.

How Do I Score the WMT?

★ Make sure that you don't let that response be the one to stop the test.

★ Keep going to the next level.

★ Better to push the learner a little bit than to stop testing too soon.

How Do I Score the WMT?

- ★ You will have the learner's score as soon as you have finished.

- ★ The score is the highest level on which a learner correctly gives 4 or more correct.

Levels 9/10 and 11/12 Are Combined

★ If a learner's highest level is 9/10, the score is recorded as 10.0 G.E.

★ If a learner's highest level is 11/12, the score is recorded as 12.0 GE.

Pull It All Together

- ★ Add the student's score to their Student Assessment Record, along with Alphabetics, Fluency and Comprehension.

- ★ You have almost a complete picture of this student!

From My Own Experience

★ Don't sit directly in front (you need to make comments or give a score).

★ Feel free to show them the list.

★ Once we began, students felt comfortable telling me they didn't know certain words

★ *I was a little surprised by what they didn't know!!*

Let's Practice

☑ With a partner, practice administering and scoring the Word Meaning Test.

☑ *Maybe choose one of your own students and imagine how they would answer.*

Your Thoughts?

★ Do you see yourself using this assessment in your classroom?

★ How would your students do with the word lists?

Handouts

★ How to Give the Word Meaning Test (WMT)

★ Word Meaning Test (WMT)

★ Acceptable Responses for the Word Meaning Test (WMT)

★ Diagnostic Reading Assessment Profile

Next Up: **Vocabulary Instruction**

Let's see how the Word Meaning Test leads to Vocabulary Instruction