

Implementation Guide

uPARTM niversal



Use this guide to deliver uPAR to a group of students, to help teachers understand the data that uPAR will provide, and to host a Student Data Talk. Delivering uPAR and interpreting the data will take you **ONLY** two class periods.

Three things need to be done prior to the administration of uPAR—

1. Identify Students to Assess

Examples:

- Students reading 2 or more levels below grade level,
- IEP students with Reading/Writing Goals
- Students who didn't pass state assessments
- Students whose benchmark data demonstrates a gap
- All 6th grade students with IEP/ELL/504 Plans

More information in the **WHO & WHEN** section in [EducatorDashboard.com](https://educatordashboard.com).

**WHO
&
WHEN**

2. Set up Students in uPAR

Make sure to have each student's current independent reading level and grade level.

More information in the **HOW** section in [EducatorDashboard.com](https://educatordashboard.com).

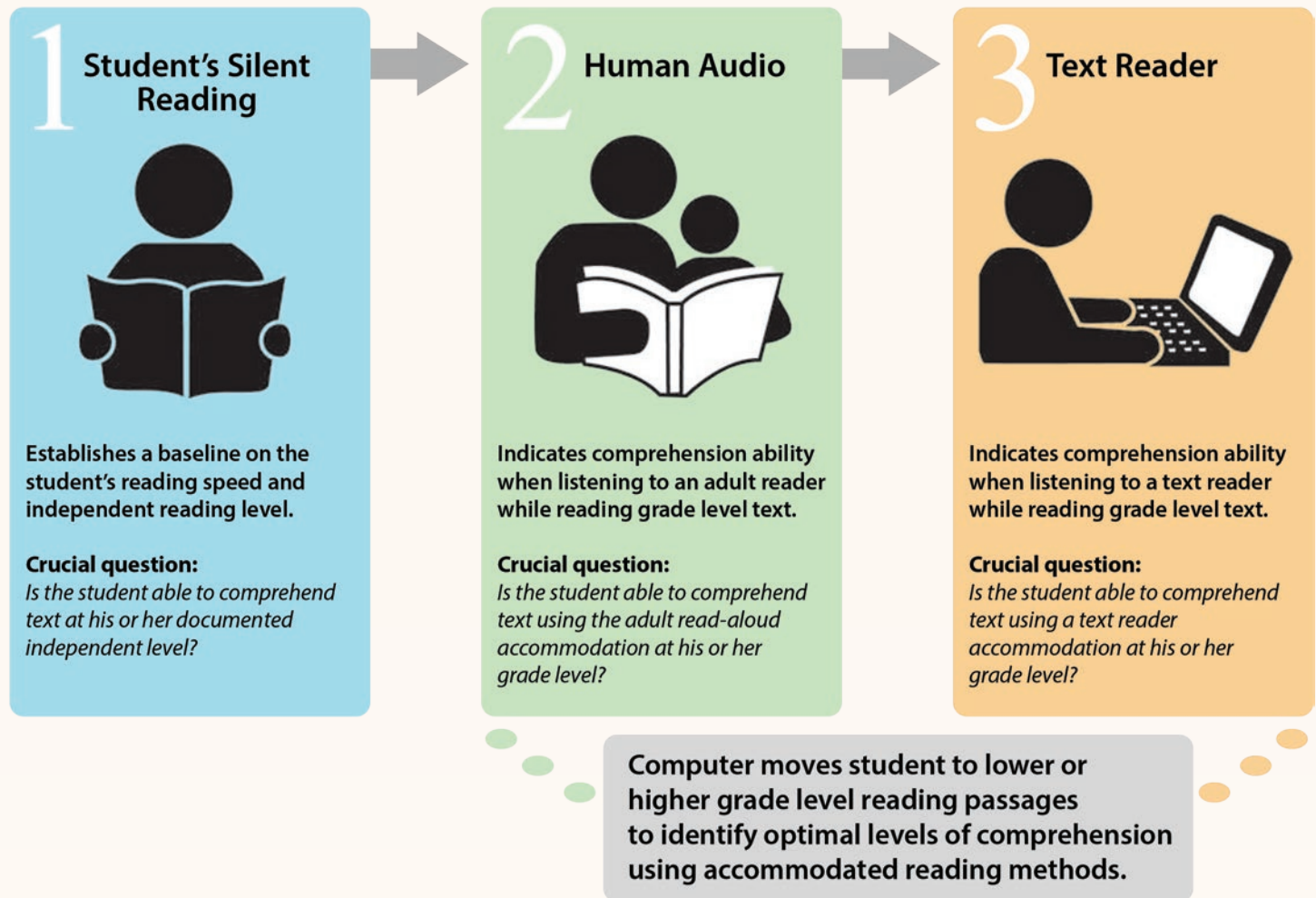
HOW

3. Pick a Date and a Place

Most administrators schedule time in the computer lab or with the device cart.

Class Period 1: Administer uPAR

There are three basic assessment steps in the PAR online process



Student Silent Reading—The student first silently reads a passage at his or her documented independent reading level to serve as a baseline and to gauge reading speed. uPAR takes note of the reading speed. Comprehension questions are presented and scored accordingly.

Human Audio—To determine the effectiveness of the adult read-aloud accommodation, uPAR reads a passage aloud with a recorded adult voice at the student's grade level while the student follows along on the computer. Again, comprehension questions are presented, and students can hear the questions and possible answers read aloud.

Text Reader—To examine the effectiveness of using text-to-speech accommodations, a simulated text reader is used to read an equivalent passage at the student's grade level. The student is given an opportunity to increase or decrease the rate of text-to-speech. Again, comprehension questions are presented, and students can hear the questions and possible answers read aloud.

Things to Consider—If a student has not completed uPAR, decide on whether you have sufficient data or whether you should schedule time for the student to complete uPAR. Sometimes uPAR takes longer than a traditional class period. This can occur when the student is performing well above his independent reading level using accommodations, or when the student is not yet demonstrating an acceptable level of performance based on the uPAR algorithm.

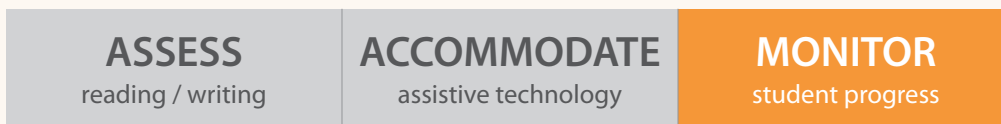
To help teachers interpret the data that uPAR provides and to understand what technologies and resources will support their students, host a Teacher Data Walk session. The following will guide you.

Teacher Data Walk

Three things need to be done prior to Teacher Data Walk meeting—

1. Locate Student Data

Locate your student data, go to EducatorDashboard.com and log-in.
Select **MONITOR**,



click on **uPAR**,



click on **REPORTS**,



click on the student data you want to examine, make copies.

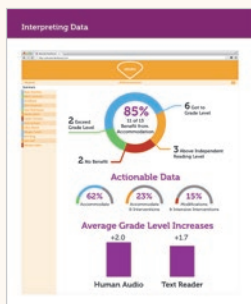
2. Make Copies

Make copies of the handout [Interpreting Data and Sample Data Sheet](#) (pages 7 and 8 of this plan).

3. Pick a Date and a Place for a Teacher Data Walk Meeting

Agenda (60 minutes)

Big Picture Discussion (20 minutes)



Take a look at the **Interpreting Data** handout

Facilitator Notes

Look at the circle graph and process this data.

Look at the Human Audio vs. the Text Reader data process.

Based on this data, what actions would you take?

Review the **Sample Data Sheet** (5 minutes)

Take a look at 8th grader Ryan Stanton's data. Discuss the information in the key.

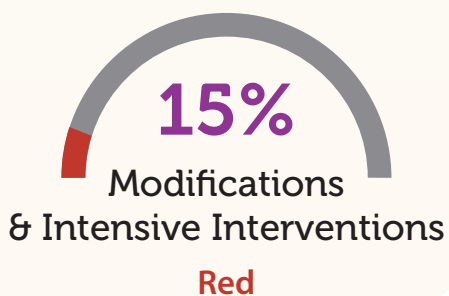
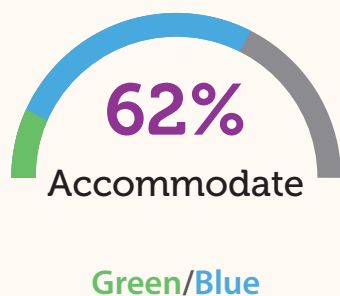
For more information log into **EducatorDashboard.com**, click on **MONITOR**, then **uPAR**, then the **HOW** tab.

HOW

Facilitator Notes

Ask, when reading silently, at what grade level was Ryan able to comprehend his reading successfully? State, with **both** an adult reader and a text reader Ryan was able to comprehend at his 8th grade level. Add, when uPAR stretched Ryan to read at a 9th grade level, he succeeded using a text reader. Based on this data, what actions would you take?

Divide staff into 3 groups—**green/blue**, **orange**, and **red**.



For more information log into **EducatorDashboard.com**, click on **MONITOR**, then **uPAR**, then the **REPORTS** tab, choose a group, scroll down to see the data, then click **Read More**.

REPORTS

Facilitator Notes

Ask each group to discuss what the data tells them and what technologies/resources would support each of their student group.

Report Out Each Groups' Learning (15 minutes)

Facilitator Notes

Remind teachers that they are responsible to ensure accommodations are available and to build students' habits around usage. BJ Fogg says to help build a new habit: Make it Tiny, Find a Spot, Train the Cycle. *Building Tiny Habits*. Dr. BJ Fogg. Stanford.

<http://www.slideshare.net/captology/3-steps-to-new-habits>

Tell teachers, students are responsible for *using* the technology.

(The **Big Picture Discussion** only needs to happen *once* with teachers.)

NOW Review Your Student Data (15 minutes)

Facilitator Notes

Have all teachers log into **EducatorDashboard.com**, click on **MONITOR**, then **uPAR**, then the **REPORTS** tab, choose their group, scroll down to see the data.

Look at the circle graph and process this data.

Look at the Human Audio vs. the Text Reader data process.

Based on this data, what actions would you take?

Who will you share this data with?

Hand out your student data.

Introduction to Student Data Talk

The collective frameworks of Personalized Learning (Bray and McCluskey, 2015) and Universal Design for Learning (<http://www.udlcenter.org/aboutudl/expertlearners>) speak to the importance of developing expert learners. The role of the educator is to guide learners to take increasing ownership for their learning, helping them self-direct and self-regulate their learning. This includes “assessment AS learning,” where students reflect on their own learning, make needed adjustments, and monitor their progress in order to achieve mastery of skills and standards. It also includes the ability to choose and use suitable tools, and to access relevant resources. The Student Data Talk is designed to support the growth of expert learners.

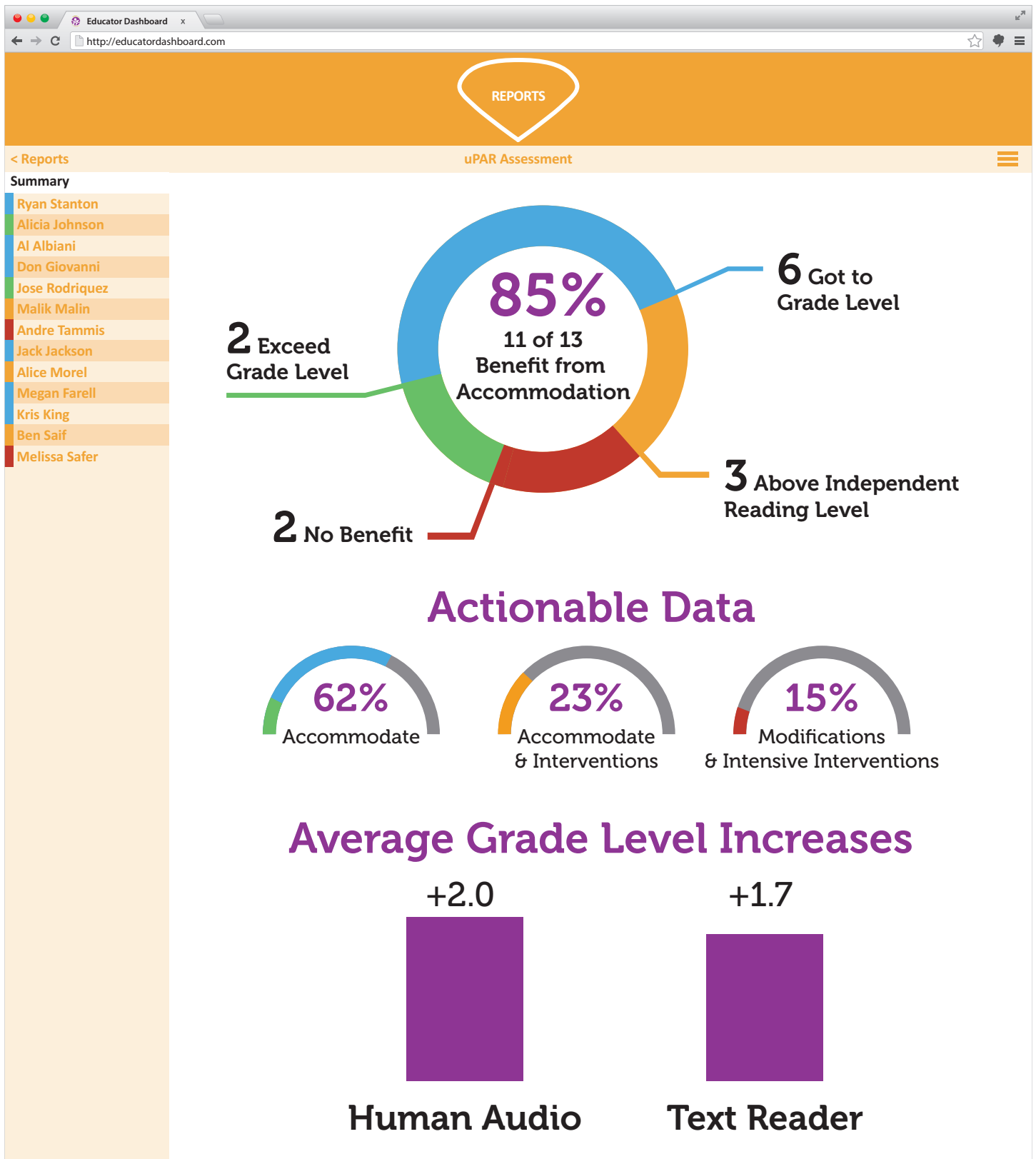
Plan for the Student Data Talk Discussions and Next Meeting (5 minutes)

Facilitator Notes

“Now you are ready for your Student Data Talk session to be held. Will it be with the whole group, a small group, or individuals?”

Then set a follow-up meeting date for teachers to review test accommodations.

Interpreting Data



Sample Data Sheet

REPORTS

< Reports uPAR Assessment

Ryan Stanton

Completed Date: 2014-08-29

Grade Level	Silent Read	Adult Read	Text Reader
12			
11			
10			
9		17%	67%
8		75%	75%
7			
6			
5	43%		
4			
3			
2			
1			

Story Type: Informational

KEY

The in the Grade Level column indicates the student's actual grade level.

The in the Grade Level column indicates the student's documented independent reading level prior to the administration of the uPAR based on school reports.

Green = and indicates comprehension scores in the top quartile.

Yellow = and indicates comprehension scores in the middle 2 quartiles.

Red = and indicates comprehension scores in the bottom quartile.

More sample student data and information about how to interpret student data can be found at EducatorDashboard.com, click on **MONITOR**, then click the **HOW** tab.

Class Period 2: Student Data Talk

Agenda (55 minutes)

Set the Stage (5 minutes)

Facilitator Notes

Remind students that uPAR was administered to see what reading strategies work best for them. Distribute the **Student Data Talk** form (pages 11 and 12 of this plan). Ask students to answer question #1.

Question #1 on the Student Data Talk form

1	2	3	4
			
I really did NOT like it.	I did not like it much.	I liked it a little.	I really liked it.

Using the scale above, rate the following uPAR reading methods—

Silent Read	1	2	3	4
Human Audio	1	2	3	4
Computer Read	1	2	3	4

Then **circle** the method you liked best—Silent Read Human Audio Computer Read

Interpret Data (10 minutes)

Facilitator Notes



Pass out the **Sample Data Sheet** (page 8 of this plan). Use the Sample Data Sheet to demonstrate how to interpret uPAR data. (Then hand out individual students' data reports and provide time for students to examine their own reports.)

Ask students to answer question #2 on the **Student Data Talk** form.

Question #2 on the Student Data Talk form

Circle your best method of reading based on your uPAR data. How does this compare to your answer above?

Silent Read	Human Audio	Computer Read
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Discuss how the data from uPAR and their preference compare.

Demonstrate Text Reader Tools (20 minutes)

Facilitator Notes

Show students where they can find various text reader tools at the school (e.g., dedicated software tools, free online tools for home, school subscription websites that have text reader functions). Demonstrate the most basic functions of text reader tools (read, pause, stop, reading speed adjustments, font size adjustments, and rereading strategies). Show students where they can find the accessible instructional materials that can be used with their reading accommodations.

Also, show students where digital materials are stored on the hard drive or online that can be used with text reader tools and where audio files that narrate text are located.

Tips to Help Students Use Accommodations Effectively

Demonstrate ways in which students at school can access reading accommodations. For example:

- Show students how to access speaker buttons for pre-recorded read-alouds when using online encyclopedias or other subscription-based tools.
- Demonstrate how to use text reader apps that can capture digital text and read it.
- Demonstrate how to use the dedicated text reader that is available at your school.
- Discuss Bookshare or other options for accessing curriculum related digital text or audio books.

Reflect on the Use of Accommodations with Students (10 minutes)

Facilitator Notes

Encourage students to reflect on the use of their accommodations and to discuss what they learned about their personal learning styles and what strategies might work best for them. Ask students to answer question #3, #4, and #5 on the **Student Data Talk** form.

Questions #3, 4, and 5 on the Student Data Talk form

3. What will be the biggest obstacles for you in using your accommodations?
4. What can you do to work through these obstacles?
5. Set a goal for using your reading accommodations.

Plan for Students' Use of Accommodations (10 minutes)

Facilitator Notes

Help individual students make a plan to use their accommodations at school and build routines for accessing their accommodations. Three to four weeks of consistently using new reading accommodations is critical.

Use the **Using Reading Accommodations** worksheet to help students track their usage for three to four weeks.

Build choices into class routines that help students take responsibility for accessing reading accommodations.

Ensure that the students have access to digital text in line with curriculum content.

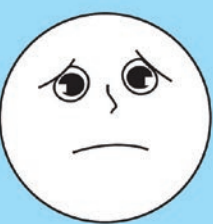
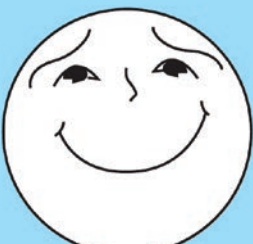
Tips for Accommodations Use

Students need to be explicitly taught how to use accommodated reading strategies.

- Build choices into class routines that help students take responsibility for accessing reading accommodations.
- Role play and plan ways to help students advocate for their needs.
- Provide for explicit planning to help students to work through obstacles.
 - What if my teacher tells me I cannot use my reading accommodation?
 - What if the technology is unavailable?
- Teach students how to appropriately self-advocate for the use of accommodations.
- Ask students successfully using reading accommodations to be peer supports.
- Model for students how to get the most out of an adult read aloud (e.g., ask the adult to adjust his or her reading speed; request text to be reread)
- Model for students using dedicated text readers to stop and think about what they read, repeat the reading of what they didn't understand, look up words they couldn't comprehend from context, and use highlighting and note-taking to increase comprehension.

Student Data Talk

Name: _____ Date: _____

1	2	3	4
			
I really did NOT like it.	I did not like it much.	I liked it a little.	I really liked it.

1. Using the scale below, rate the following uPAR reading methods—

Silent Read	☐ 1	☐ 2	☐ 3	☐ 4
Human Audio	☐ 1	☐ 2	☐ 3	☐ 4
Computer Read	☐ 1	☐ 2	☐ 3	☐ 4

Then **circle** the method you liked best— Silent Read Human Audio Computer Read

Review Your Data ...

2. **Circle** your best method of reading based on your data—

Silent Read Adult Reader Computer Reader

How does this compare to your answer in question #1?

3. What will be the biggest obstacle for you in using your accommodations?

4. What can you do to work through these obstacles?

5. Set a goal for using your reading accommodations.

Using Reading Accommodations

Name: _____ Start Date: _____

Goal: _____

KEY

Accommodation Formats

TR = Text Reader

HA = Human Audio (Pre-recorded)

AR = Adult Reader

KEY

	Monday	Tuesday	Wednesday	Thursday	Friday	Comments
Class						
Format						
# of Min						
Class						
Format						
# of Min						
Class						
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Class						
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What obstacles did I encounter when using my accommodations?

When reading, when did I feel the most successful?