



uPAR™

Implementation Guide



This guide will help you deliver uPAR to a group of students, help teachers understand the data, and host a Student Data Walk. Delivering uPAR and interpreting the data will only take two class periods.

Three things need to be done prior to administering uPAR—

1. IDENTIFY STUDENTS TO ASSESS

Examples:

- Students reading two or more levels below grade level
- Students with Reading Goals on their IEPs
- 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://www.educator.com/EducatorDashboard.com).

**WHO
&
WHEN**

2. SET UP STUDENTS IN uPAR

Make sure to have each student's current independent reading level and grade level. Be sure to print out a copy of the **Session Name** and **Password** for students.

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

HOW

3. PICK A DATE AND A PLACE

Most administrators schedule time in the computer lab or with the device cart. (Headphones will be needed as well.)

4. ADMINISTER uPAR

On the day of Administration, bring headphones and print out of **Session Information** for students to log in.

Get students logged in and then introduce uPAR using the script below.

Today we want to find out how you like to read and what works best for you. You're going to read some passages three different ways. First, you'll read one passage on the computer by yourself. Next you'll read some passages with a recorded adult voice. Finally, you'll read some passages with a text reader, which uses a computer voice and gives you some control over how it reads.

After each passage you'll answer some questions so we can find out how easy it was for you to understand the passage.

This will take approximately 30 minutes (or however much time you have), but some of you will finish before others. It's also okay if you do not finish; just do your best. Raise your hand when the computer states you're finished.

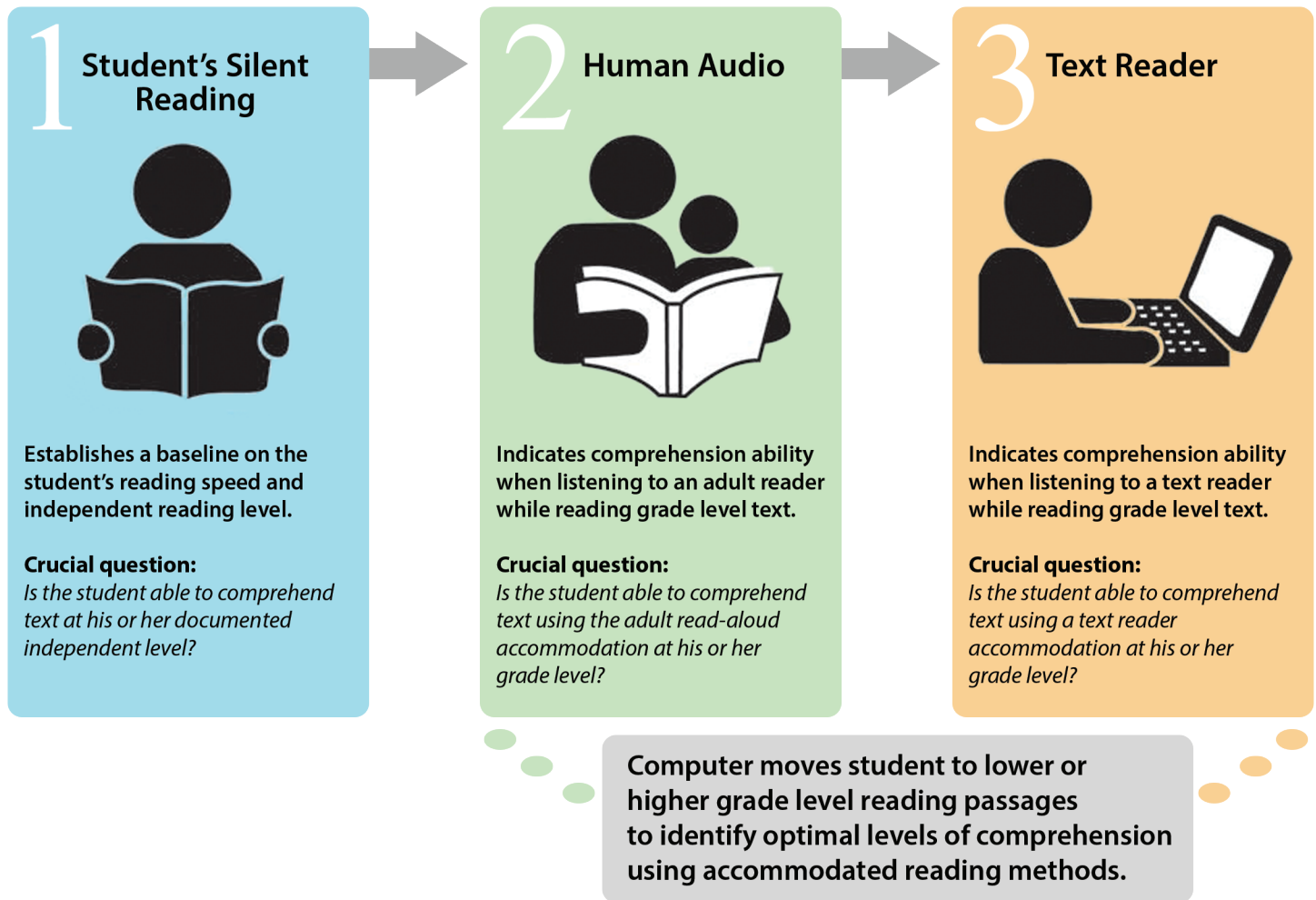
Please make sure your audio is working by clicking on the speaker button you see on the directions screen. Make any adjustments to the volume and click the **Next** button to begin. Raise your hand if you're having issues with the volume and I'll be right over to help.

You can choose to take a break from the computer if needed. If you're in the middle of a reading passage or have not yet answered all the questions, please finish that up before you take your break.

Please raise your hand if you have any questions.

CLASS PERIOD 1: ADMINISTER uPAR

There are three basic assessment steps in uPAR—



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.

ONCE PROTOCOL STARTS...

TAKE NOTES

The data garnered from uPAR can be affected by student situational factors. The data is best interpreted along with these factors. You'll want to document anything that could affect the student's performance the day uPAR is administered. Were they feeling well that day, did they visually track the text as the accommodations were read aloud to them, or did they listen without tracking the text? Did they become tired or unfocused at the end of the assessment, etc?

NOTE: Student behaviors can be listed on paper, or on index cards or adhesive labels (one per student).

GO TO DASHBOARD AND START VIEWING DATA

Data will appear in your uPAR dashboard as students complete passages. Use this data in the moment to make decisions on...

a. Frustration

If students are starting off and data shows frustration, feel free to talk with the student. You might need to have them stop and retest later.

b. Taking Breaks

You know your students best. If you know sitting through the assessment will be a challenge for your students, feel free to take intermittent breaks. You may want to tell your students in advance that you will be taking a break after 10, 15, or 20 minutes (whatever you feel will be best). Make sure the break occurs at a good stopping point for the students.

c. Knowing When to Stop

For some students, uPAR can take a while to complete. This can occur when a student is having difficulty attending to the task. Moreover, because of the way in which uPAR selects reading passages based on the student's performance, the length of uPAR can become taxing if the student is doing well with the accommodations. There are two paths if you find a student is getting tired.

1. You can have the student click the **Save & Exit** button and continue uPAR at a later date.
2. You can also view the data even if the student has not completed uPAR. If you have enough data, you may choose to not finish the assessment.
3. Allow students to choose if they want to continue. Some students will want to see how they do on higher grade-level passages.

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**,

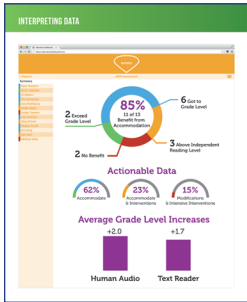
click on the student data you want to examine, make copies.

2. MAKE COPIES

Make copies of the handout **Interpreting Data** and **Sample Data Sheet** (pages 9-11 of this plan).

3. PICK A DATE AND A PLACE FOR A TEACHER DATA WALK MEETING

AGENDA (60 MINUTES)

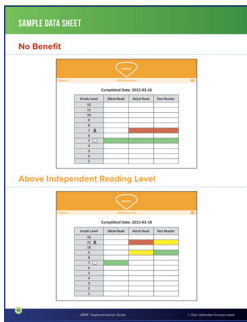


Big Picture Discussion (20 minutes)

- 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)

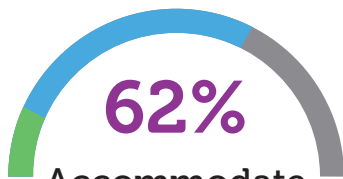
- Take a look at 8th grader Ryan Stanton's data.
- Discuss the information in the key.

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 HOW tab.

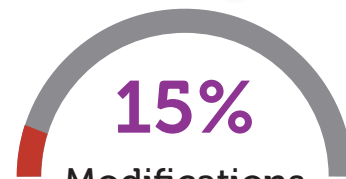
HOW



Green/Blue



Orange



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 ON WHAT WAS LEARNED ACROSS EACH GROUP (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

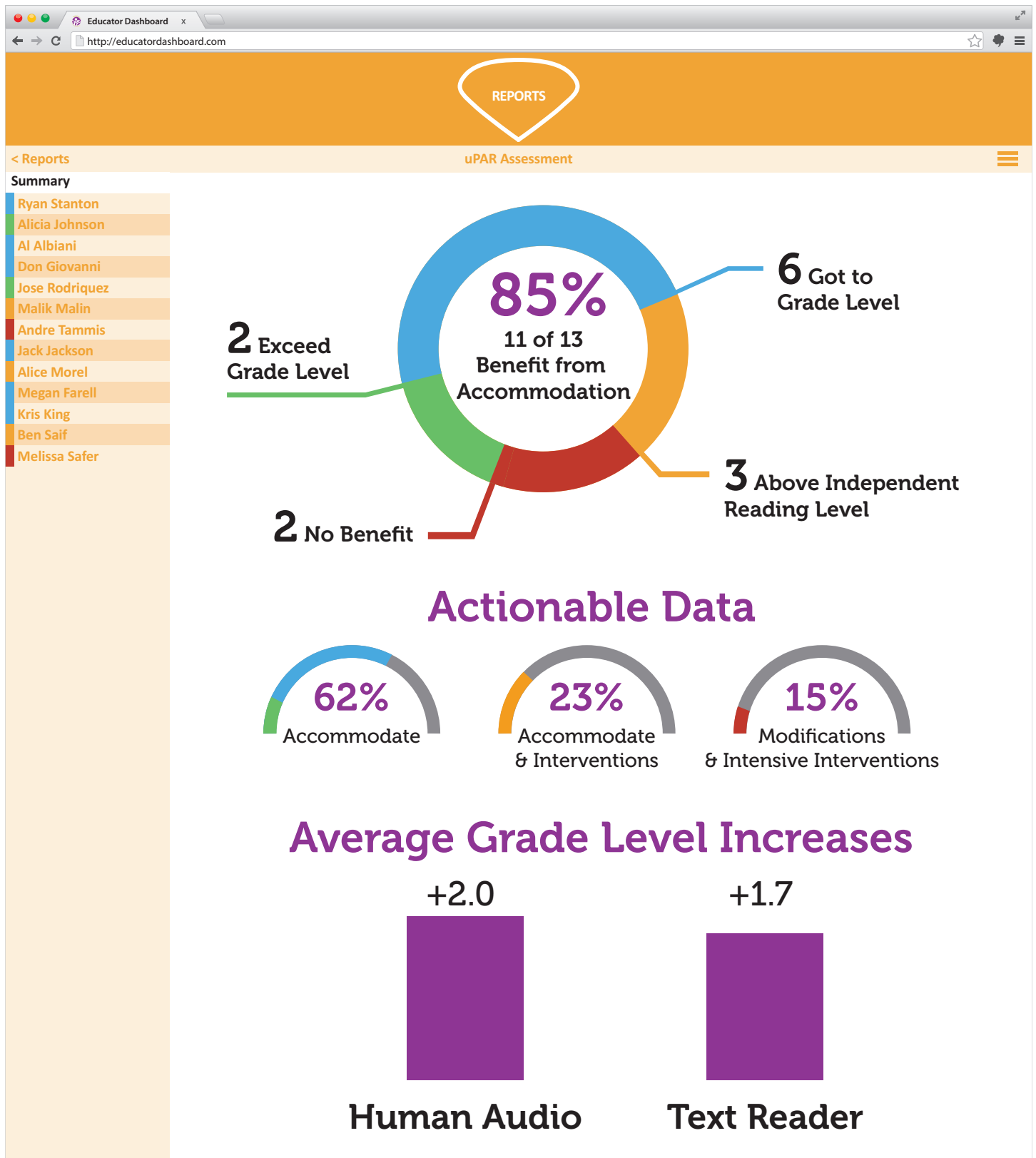
The collective frameworks of Personalized Learning (Bray and McCluskey, 2015) and Universal Design for Learning (<http://www.udlcenter.org/aboutudl/expertlearners>) speak to the importance of developing expert learners. The role of the educator is to guide learners to take increasing ownership for their 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

No Benefit

REPORTS

< Reports uPAR Assessment

Completed Date: 2015-03-16



Grade Level	Silent Read	Adult Read	Text Reader
12			
11			
10			
9			
8			
7 			
6			
5 			
4			
3			
2			
1			

Above Independent Reading Level

REPORTS

< Reports uPAR Assessment

Completed Date: 2015-03-18



Grade Level	Silent Read	Adult Read	Text Reader
12			
11 			
10			
9			
8			
7 			
6			
5			
4			
3			
2			
1			

Got to Grade Level

REPORTS

< Reports uPAR Assessment

Completed Date: 2015-03-20



Grade Level	Silent Read	Adult Read	Text Reader
12			
11			
10 			
9			
8 			
7			
6			
5			
4			
3			
2			
1			

Exceed Grade Level

REPORTS

< Reports uPAR Assessment

Completed Date: 2014-08-29

Grade Level	Silent Read	Adult Read	Text Reader
12			
11			
10 			
9			
8			
7 			
6			
5			
4			
3			
2			
1			

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 14 and 15 of this plan).
- Ask students to answer question #1.

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.

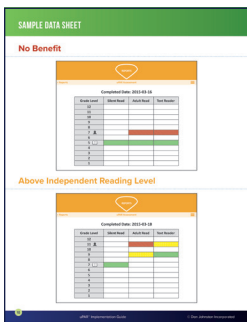
1. Using the scale below, rate the following uPAR reading methods—

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



Interpret Data (10 minutes)

Facilitator Notes

- Pass out the **Sample Data Sheet** (pages 10-11 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.

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?

- 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 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 your Learning Management System and other resources.
- Demonstrate how to use screenshot readers that can read inaccessible text.
- Demonstrate how to use the text reader 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.

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.

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 aligned 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.
- 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 who are 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 to stop and think after reading, re-read what they didn't understand, look up words they don't understand, 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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Human Audio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer Read	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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: _____ Date: _____

Goal: _____

Accommodation Formats

TR = Text Reader

HA = Human Audio (Pre-recorded)

AR = Adult Reader

	Monday	Tuesday	Wednesday	Thursday	Friday	Comments
Class						
Format						
# of Min						
Class						
Format						
# of Min						
Class						
Format						
# of Min						
Class						
Format						
# of Min						
Class						
Format						
# of Min						

What obstacles did I encounter when using my accommodations?

When reading, when did I feel the most successful?



uPAR™



DON·JOHNSTON
Human Learning Tools