



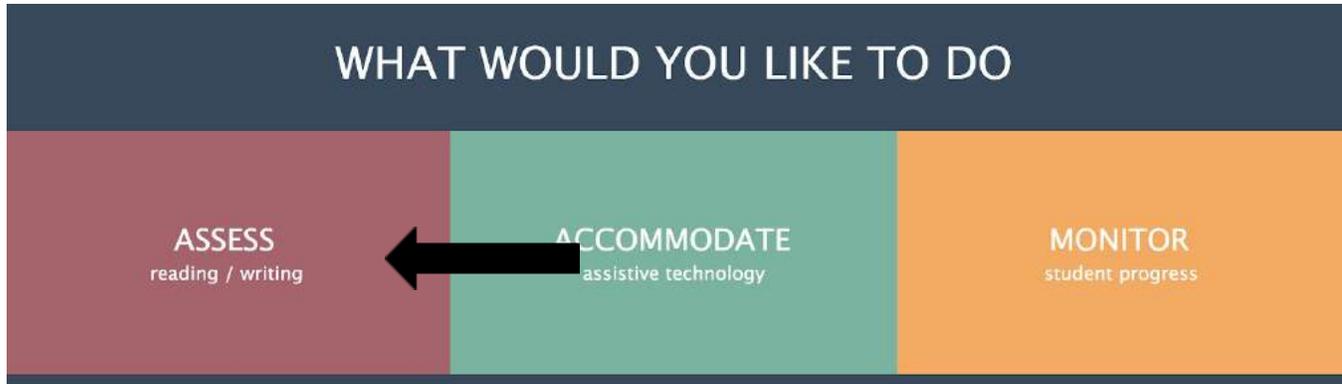
uPAR Reference Guide

What's Inside:

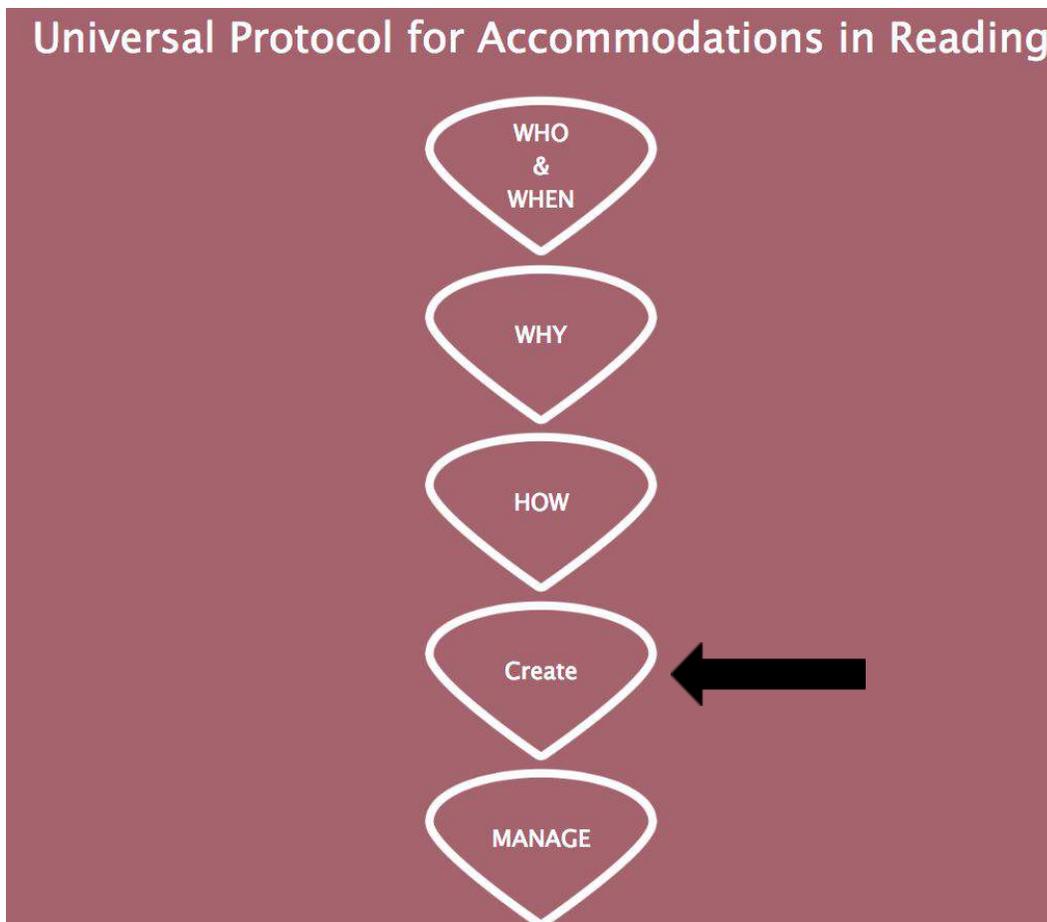
- *Create Protocol
- *Taking the protocol
- *Data Collection
- *Teacher Instructions

Create Protocol

1. Sign in to educatordashboard.com



2. Click Assess



3. Click Create

4. Create Protocol Name & Password. Add Student Names

Create

Protocol Name Protocol Password

Student names (separated by Enter or Comma)

Next >

5. Add Students Current Grade & Independent Reading Level
- Click Create

< Back Summer School

Morgan Sarah	Grade	Independent Reading L	Text Type: All
Marci Butler	Grade	Independent Reading L	Text Type: All
chrissy	Grade	Independent Reading L	Text Type: All

Create >

5. Print Student Directions for the day of the uPAR Protocol .

Student Directions

When you are ready to give the reading assessment, give the students the following direction (you can write them on the board, project them, or click the print button and hand them out).

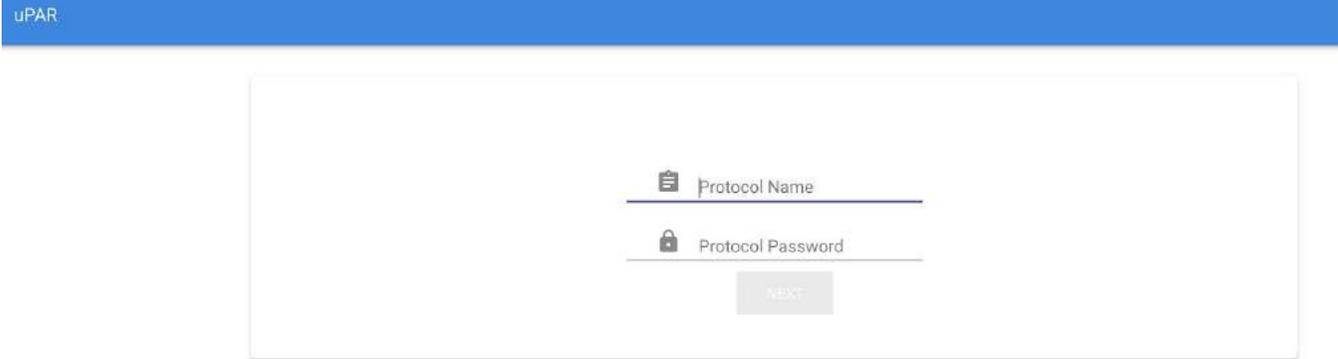
1. Go to **startpar.com**
2. Enter the protocol name & password
Name: **Summer School**
Password: **12345**
3. Type your name and click "Sign In"

Print

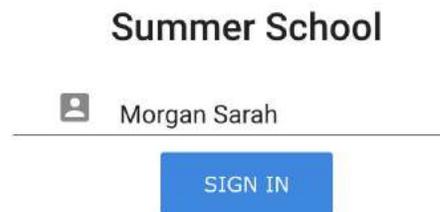
New assessment >

Taking the Assessment

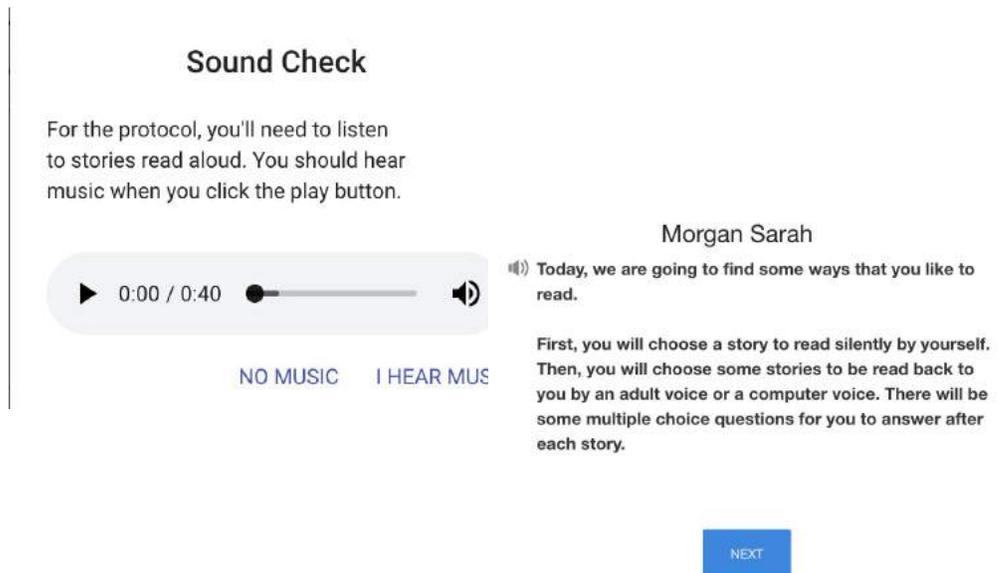
1. Students go to startpar.com. Type in Protocol Name & Password



2. Enter Student Name & Click Sign In.



3. Sound Check



Step 1: Silent Read

1 Pick the Story That Interests You

🔊 Please select a story that interests you.

🔊 Tornado

🔊 Trapped!

🔊 Hard Times

2 Read the Story

Tornado

Spring has come to the great American plains. The afternoon grows hot and humid. Dark clouds form across the wide-open land. Lightning flashes and thunder rolls; strong winds whip up, carrying gravel, leaves and prickly tumbleweeds.

A wall cloud draws a sharp dark line. Like tiny tendrils, funnel clouds dip down and up; the sky turns an eerie green. Hail batters the roof and covers the grass and streets. Shrill tornado sirens begin to wail.

No one is outside. It is as dark as night. Traffic has stopped. Shoppers are herded to the back of stores. Office workers stand in interior hallways. School children are shepherded to emergency shelters. Frightened mothers huddle with young children in basements or bathtubs. All try to remain calm.

A huge column of circulating air descends from the bottom of the thunderstorm. Its powerful rotating circular winds roar through town with the sound and fury of a runaway freight train.

NEXT

3 Answer the Questions

🔊 1) What is this passage about?

- A. thunder and lightning
- B. a spring tornado
- C. funnel clouds
- D. strong winds

Step 2: Human Read

1 Pick the Story That Interests You

 Please select a story that interests you.

 Old Idea New Again

 Hot Dog!

Hot Dog!



First mentioned in Homer's epic adventure, The Odyssey, the sausage is one of the oldest forms of processed food. Sausage-making can be traced back to many cultures. But the hot dog is as American as apple pie.

Frankfurt, Germany claims to have first invented the "frankfurter." In the 1600s, a German butcher created the dachshund, or "little dog sausage." Later, "wienerwurst" was created in Vienna (or Wien), Austria. By 1805, immigrants from Europe had brought wienerwurst to America. Here, the name was shorted to wiener.

In the 1860s, wieners were sold from pushcarts on the streets of New York City. They became known as "dog wagons." Visitors to Chicago's 1893 Columbian Exposition enjoyed large quantities of wieners. At the 1904 Louisiana Purchase Exposition in St. Louis, a vendor created the hot dog bun to keep hot dog lovers' hands and gloves clean.

The term "hot dog" was first considered a slur. During the early 1900s, a sports cartoonist created talking wiener dog cartoons that belittled the cheap wieners sold at Coney Island, NY. They suggested that wieners contained dog meat. Eventually, hot dogs became standard fare at baseball games. On a cold day at the baseball park, the German immigrant who owned the St. Louis Browns had an idea that is still in use today. He instructed vendors to cry out, "Red hots! Get your red hots while they're still hot!" From that moment on, wieners became known as red

3 Answer the Questions

 1) This passage is about _____.

- A. apple pie
- B. German immigrants
- C. hot dogs
- D. hamburgers

Step 3: Text Reader

1 Pick the Story That Interests You

 Please select a story that interests you.

 Ancient Fascination

 Old Idea New Again

 Fans of Feathered Friends

Fans of Feathered Friends



Slow Medium Fast

Bird watching, or "birding," is a hobby that uniquely brings nature to life. It is an activity that appeals to people of all ages. Bird **watchers**, or "birders," can observe a variety of interesting birds almost anywhere at any time of the year. Bird habitats are found pretty much everywhere you look. They include forests, wetlands, prairies, rainforests, grasslands, deserts and seas all around the world.

Birding is easy, and it is inexpensive to get started. Begin by building or purchasing a simple birdfeeder. Hang the birdfeeder in your backyard to attract wild birds. Keep a log, or "bird book," to record the types of birds, their number, and the date and time of day on which you observed them.

A field guide is a valuable tool. It helps birders identify birds by their color, size, shape and weight. Field guides show the field markings of male, female and immature birds. They describe bird behaviors, such as feeding, nesting and migration, and provide information to identify the sounds produced by birds.

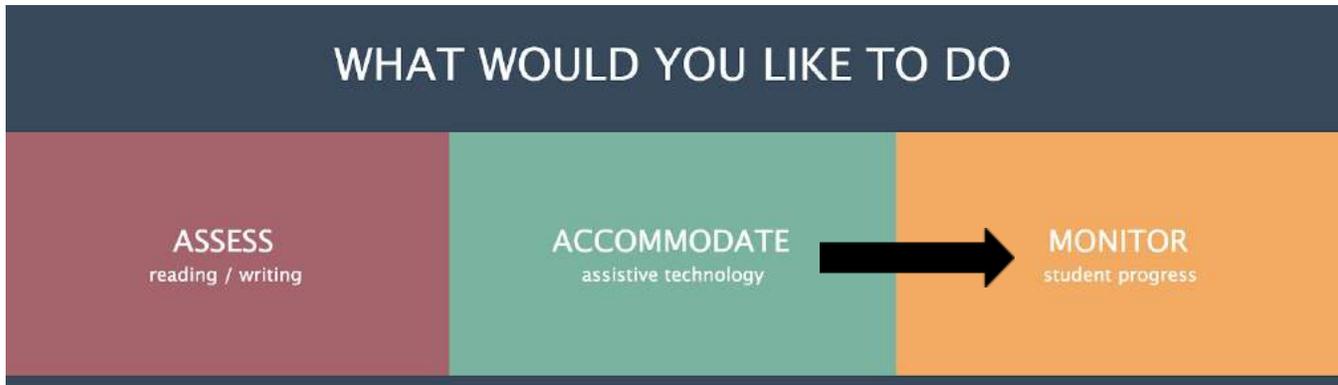
3 Answer the Questions

 1) This passage is about _____.

- A. winter birds
- B. photographing birds
- C. birding
- D. bird books

Data Walk

1. Sign in to educatordashboard.com



1. Click Monitor

2. Click Reports



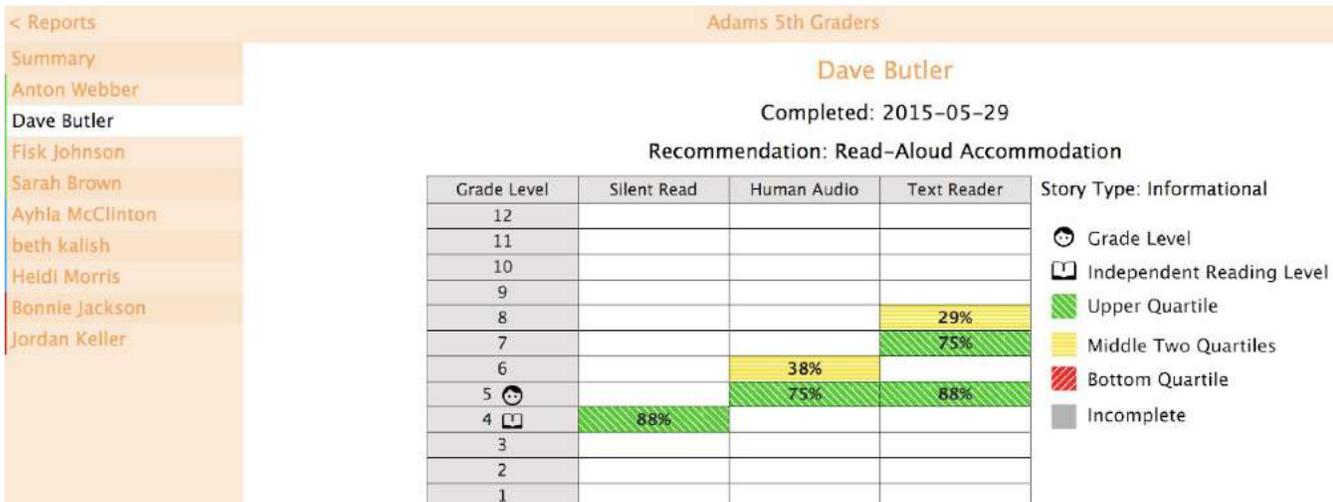
3. Click the Assessment name

Q Name Assessment	Active Protocols	Archive Show Archived
Summary		Cumulative Summary for all Protocols.
Adams 5th Graders	May 29, 2015	Anton Webber, Ayhla McClinton, beth kalish, Bonnie Jackson, Da...
Purple Bears	Nov 9, 2017	Alyssa Paranto, Dahlia Johnson, Dayna Word, Juan Gonzalez, Ow...
Region 9	Apr 6, 2018	18283747, Glenda b, Janice D, swade
Butterflies	Apr 13, 2018	Davante Adams, George Batchter, Jennifer Loucks, Juan Gonzalez...
Mathews MS 2020	Apr 16, 2018	234848, hlask, ruth eiekd
Reading27	May 23, 2018	Beth Kalish, Charlie Brown, Lulu Fetzner
flowerpower	May 23, 2018	Bill W, Carrie J, Lauren K
Mikes 6th Graders	June 7, 2018	Mike LaBoida
Adams 5th Graders2	June 7, 2018	Anton Webber, Ayhla McClinton, beth kalish, Bonnie Jackson, Da...
Summer Fun	June 19, 2018	Amy D'Aquila, beth kalish, Bob Keller, Brenda Bender, chrissy, co...
JohnstonESsandquist	July 2, 2018	Little Billy, Ruth Ziolkowski, Trish Johnson
Sarah's Class	July 3, 2018	chrissy, Colleen Sandquist
Summer School	July 6, 2018	chrissy, Marci Butler, Morgan Sarah

4. Review Summary for all students in assessment group



5. Click on Student name to the left to see individual student data



Teacher Instructions - Day of Protocol

On Testing Day

1. Set up the Lab

Put out headphones, turn on computers and post or distribute Student directions from the screen above.

2. Explain the purpose of uPAR to students in advance

Prior to the day of uPAR administration, it is best to help students understand the purpose of uPAR.

On [day of the week], you will be using computers/tablets to determine the way that you read best. 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 has some features for reading the passages, such as highlighting each word as it is read aloud, and the ability to reread words and sentences. After reading each passage, you will answer questions about the passage. Also, you will be asked about how you liked reading using each of the three different methods.

Just do your best to read the passages. The computer will let you know when you are finished. You may want to bring your own headphones or earbuds to class on [day of the week].

3. Introducing uPAR At The Time Of Administration

Before students start taking uPAR, make sure the students understand why they are taking uPAR.

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.

Please raise your hand if you have any questions.

4. 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.

If you are at a good stopping point you can choose to take a break from the computer or you can keep going. 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.

5. 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 chose to not finish the assessment.

6. Take notes

Sometimes the data garnered from uPAR can be best interpreted with knowledge of how the student took the assessment. 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 behaviours can be listed on paper, or on index cards or adhesive labels (one per student).