



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
- All students

## 2. SET UP STUDENTS IN uPAR

- You can pick the best method to set up students in uPAR at [universalpar.com](https://universalpar.com). Either enter their emails, set up Google Classroom, Google Org Units, integrate with your Learning Management System\*, or, if you have a "Domain License," you can just tell students to log in with their email (no setup is necessary).

\*LMS integration with tools such as Schoology and Canvas are also available but must be configured. Please contact Don Johnston Incorporated for details

## 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, make sure students have headphones and that they can get to [startpar.com](https://startpar.com)
- Get students logged in and then introduce uPAR using the script on the next page:

## **EDUCATOR SCRIPT**

Today we want to find out how you like to read and what works best for you. There's no right way or wrong way to take uPAR other than just trying your best. First, you'll read passages read aloud to you. Lastly, you'll read a passage by yourself.

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

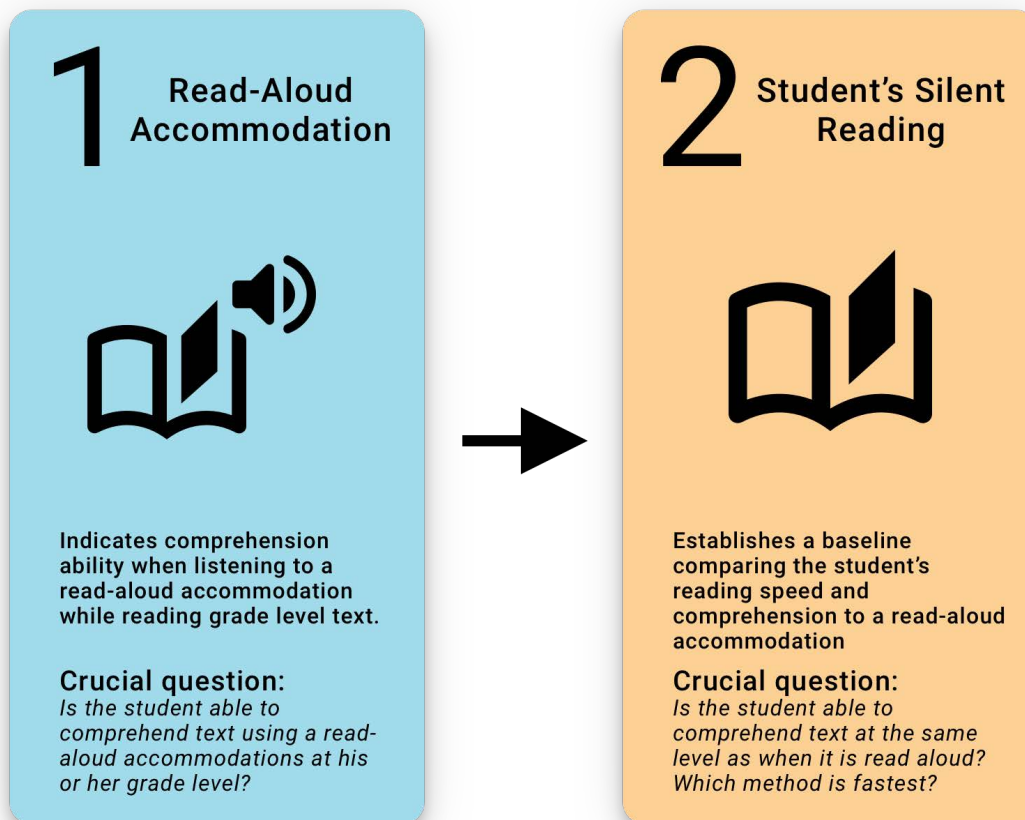
You will not have to read more than 5 passages, but some of you may wish to read more. Everyone will finish at different times, and how long it takes is not reflective of how you did. There's no way to do "good" or "bad" on this. We simply want you to try your best. Please raise your hand when the computer states you're finished.

Before you begin, 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.

# CLASS PERIOD 1: ADMINISTER uPAR

There are two basic steps in uPAR—



**Read-Aloud Accommodation**—To examine the effectiveness of using read-aloud accommodations, a simulated text reader is used to read an equivalent passage at the student's grade level. In some cases, students may read passages with a human-recording. This is to determine if the unfamiliarity with a text reader is affecting comprehension. Comprehension questions are presented, and students can hear the questions and possible answers read aloud.

**Student Silent Reading**—Students will silently read a passage at the same level they were successful with a read-aloud accommodation or at their grade level. This serves as a baseline for whether an accommodation is necessary based on comprehension and also can be used to see reading speed with and without an accommodation. Comprehension questions are presented and scored accordingly.



## ONCE THE 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 protocol, etc?

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

### GO TO [UNIVERSALPAR.COM](https://www.universalpar.com) 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 readminister later.

#### b. **Taking Breaks**

You know your students best. If you know sitting through the protocol 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 succeeding 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 not to finish the protocol.
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 extra 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/her independent reading level using accommodations, or when the student is not yet demonstrating an acceptable level of performance based on the uPAR algorithm.

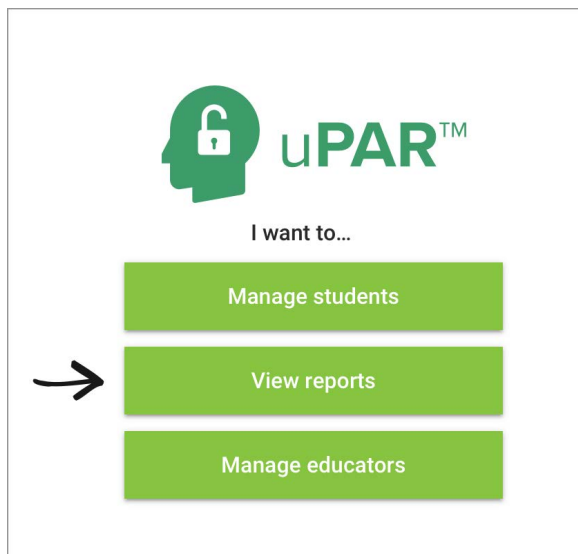
To help teachers interpret the data that uPAR provides and to understand what technologies and resources will support their students, host a Teacher Data Walk session. The following will guide you.

## TEACHER DATA WALK

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

### 1. LOCATE STUDENT DATA

- To locate your student data, go to [universalpar.com](https://universalpar.com) and log-in.
- Click on **VIEW REPORTS**



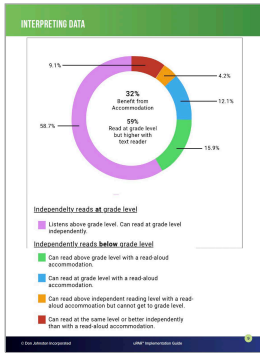
- Click on the student data you want to examine and make copies to keep as records if necessary.

### 2. MAKE COPIES

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

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

# TEACHER DATA WALK MEETING - AGENDA (60 MINUTES)

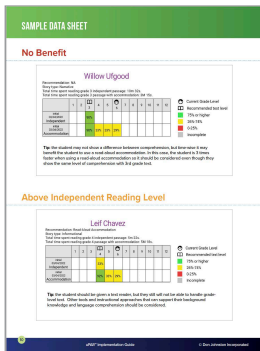


## 1. BIG PICTURE DISCUSSION (20 MINUTES)

- Take a look at the **Interpreting Data** handout (page 9).

### Facilitator Notes:

- Look at the circle graph and process this data.
- Based on this data, what actions would you take?



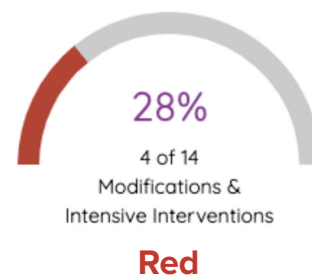
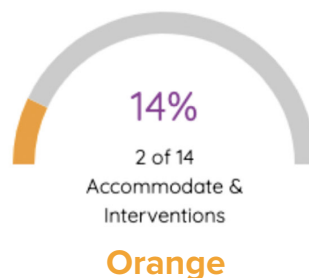
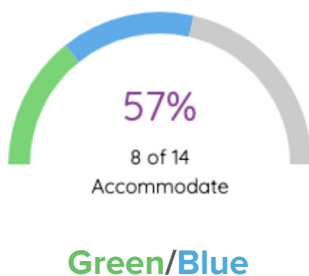
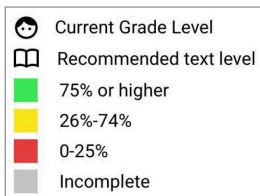
## 2. REVIEW THE SAMPLE DATA SHEETS (5 MINUTES)

- On the **Sample Data Sheet** handouts (pages 10-12), take a look at the sample data.

- Discuss the information in the key.

### Facilitator Notes:

- Ask, when reading silently, at what grade level was each student able to comprehend successfully?
- Discuss what other accommodations and/or modifications may be necessary to support students who cannot get to grade level with a read-aloud accommodation (See Willow Ufgood and Leif Chavez).
- Divide staff into 3 groups—**green/blue**, **orange**, and **red/purple**.



### Facilitator Notes:

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

### 3. REPORT 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.
- Tell teachers, students are responsible for **using** the technology.
- The **Big Picture Discussion** only needs to happen **once** with teachers.

### 4. NOW REVIEW YOUR STUDENT DATA (15 MINUTES)

#### Facilitator Notes:

- Have all teachers log into [universalpar.com](https://universalpar.com), and click on **VIEW REPORTS**.
- View the summary data for discussion.
- Click on the student name to reveal individual data.
  - If no students are visible, enter their email or use other import features (Google Classroom) to add students so you can view their data.
- Look at the circle graph and process this data.
- Based on this data, what actions would you take?
- Who will you share this data with?
- Hand out your student data.

### 5. PLAN FOR THE STUDENT DATA TALK DISCUSSION AND NEXT MEETING (5 MINUTES)

#### Facilitator Notes:

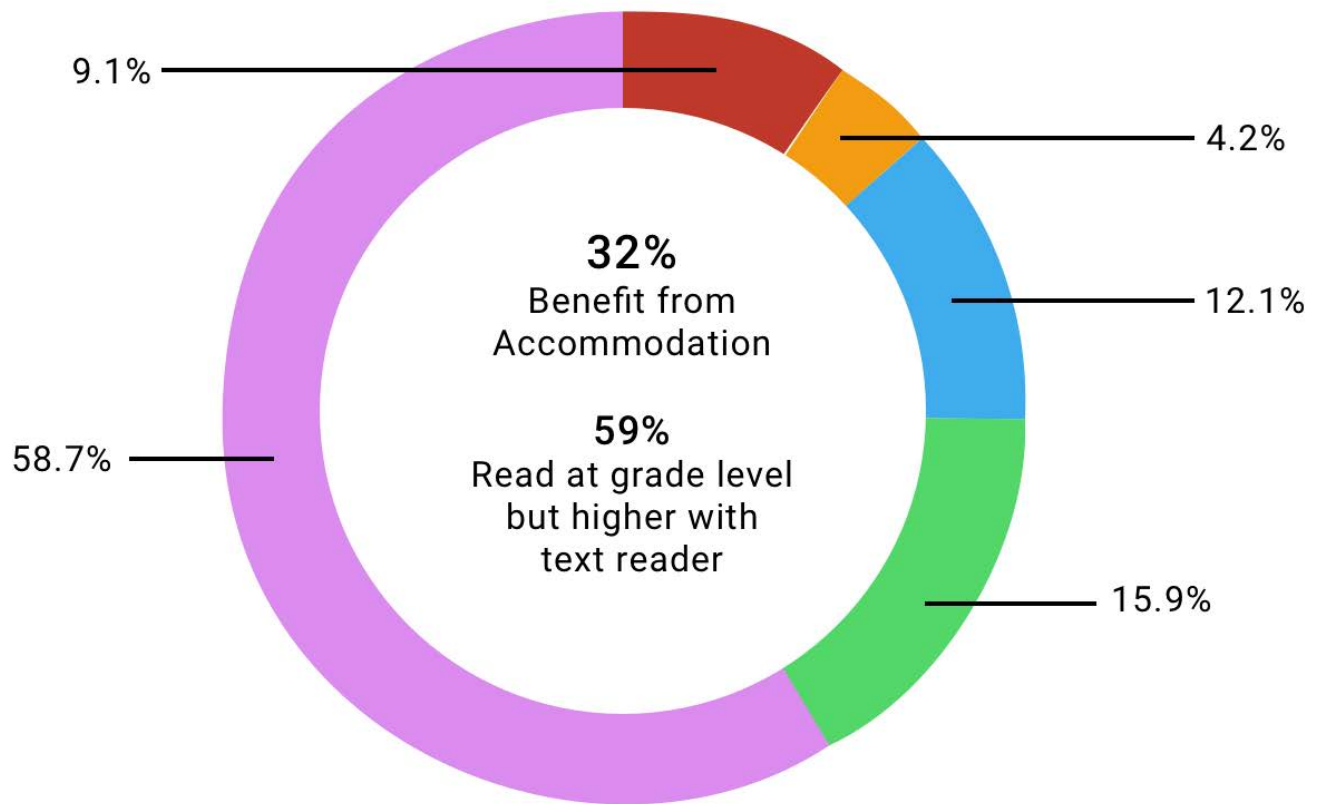
- Now you are ready for your Student Data Talk session to be held.
- Will it be with the whole group, a small group, or individuals?
- Then set a follow-up meeting date for teachers to review test accommodations.

## INTRODUCTION TO STUDENT DATA TALK

The collective frameworks of Personalized Learning (Bray and McCluskey, 2015) and Universal Design for Learning 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.



# INTERPRETING DATA



## Independently reads **at** grade level

- Listens above grade level. Can read at grade level independently.

## Independently reads **below** grade level

- Can read above grade level with a read-aloud accommodation.
- Can read at grade level with a read-aloud accommodation.
- Can read above independent reading level with a read-aloud accommodation but cannot get to grade level.
- Can read at the same level or better independently than with a read-aloud accommodation.

# SAMPLE DATA SHEET

## No Benefit



### Willow Ufgood







Recommendation: NA

Story type: Narrative

Total time spent reading grade 3 independent passage: 10m 32s.

Total time spent reading grade 3 passage with accommodation: 3M 15s.

	1	2	 3	4	5	 6	7	8	9	10	11	12
initial 03/04/2022 Independent			90%									
initial 03/04/2022 Accommodation			90%	33%	33%	29%						

-  Current Grade Level
-  Recommended text level
-  75% or higher
-  26%-74%
-  0-25%
-  Incomplete

**Tip:** the student may not show a difference between comprehension, but time-wise it may benefit the student to use a read-aloud accommodation. In this case, the student is 3 times faster when using a read-aloud accommodation so it should be considered even though they show the same level of comprehension with 3rd grade text.

## Above Independent Reading Level



### Leif Chavez







Recommendation: Read-Aloud Accommodation

Story type: Informational

Total time spent reading grade 4 independent passage: 5m 22s.

Total time spent reading grade 4 passage with accommodation: 5M 18s.

	1	2	3	 4	5	 6	7	8	9	10	11	12
initial 03/04/2022 Independent				33%								
initial 03/04/2022 Accommodation				92%	33%	29%						

-  Current Grade Level
-  Recommended text level
-  75% or higher
-  26%-74%
-  0-25%
-  Incomplete

**Tip:** the student should be given a text reader, but they still will not be able to handle grade-level text. Other tools and instructional approaches that can support their background knowledge and language comprehension should be considered.

## Got to Grade Level

### Bala Patel

Recommendation: Read-Aloud Accommodation

Story type: Informational

Total time spent reading grade 6 independent passage: 6m 49s.

Total time spent reading grade 6 passage with accommodation: 7M 18s.

	1	2	3	4	5	6	7	8	9	10	11	12
initial 03/04/2022 Independent						52%						
initial 03/04/2022 Accommodation						100%	22%					

- Current Grade Level
- Recommended text level
- 75% or higher
- 26%-74%
- 0-25%
- Incomplete

**Tip:** there was a big drop from the 6th grade to the 7th grade with a read-aloud accommodation. Eventually, you may want to recheck the student with a read-aloud accommodation by having them log in again to startpar.com. They will then start with a read-aloud accommodation at one grade level higher. In this instance, the student will start with a read-aloud accommodation at the 7th grade.

## Exceed Grade Level

### Aisha Escara

Recommendation: Read-Aloud Accommodation

Story type: Informational

Total time spent reading grade 6 independent passage: 8m 12s.

Total time spent reading grade 6 passage with accommodation: 5M 51s.

	1	2	3	4	5	6	7	8	9	10	11	12
initial 03/04/2022 Independent						22%						
initial 03/04/2022 Accommodation						100%	100%	92%	100%			

- Current Grade Level
- Recommended text level
- 75% or higher
- 26%-74%
- 0-25%
- Incomplete

**Tip:** If students are reading at least 2 grades above their grade level with a read-aloud accommodation, uPAR will tell them they've been successful and will give them the opportunity to continue or stop. This student may be able to read above a 9th grade level, but it looks like they chose to stop. If they log in again, it will start them at the 10th grade level with a read-aloud accommodation. It may be motivating for the student to know just how high they can comprehend text with a read-aloud accommodation.

## UDL

### Fiorenzo Leducq







Recommendation: NA

Story type: Narrative

Total time spent reading grade 6 independent passage: 3m 12s.

Total time spent reading grade 6 passage with accommodation: 6M 21s.

	1	2	3	4	5	6	7	8	9	10	11	12
initial 03/04/2022 Independent						100%						
initial 03/04/2022 Accommodation						100%	92%	92%	92%	72%		

-  Current Grade Level
-  Recommended text level
-  75% or higher
-  26%-74%
-  0-25%
-  Incomplete

**Tip:** This student reads at grade level without a read-aloud accommodation. Hence, an accommodation is not necessary. However, it may be beneficial, especially in a universally designed for learning classroom, to have a text reader as they can access text at a much higher level than their current grade level.

## Recheck

### Fiorenzo Leducq







Recommendation: NA

Story type: Narrative

Total time spent reading grade 6 independent passage: 3m 12s.

Total time spent reading grade 12 passage with accommodation: 7M 11s.

	1	2	3	4	5	6	7	8	9	10	11	12
initial 03/04/2022 Independent						100%						
initial 03/04/2022 Accommodation						100%	92%	92%	92%	72%		
recheck_1 11/22/2022 Accommodation										92%	100%	100%

-  Current Grade Level
-  Recommended text level
-  75% or higher
-  26%-74%
-  0-25%
-  Incomplete


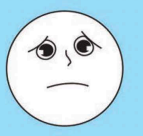
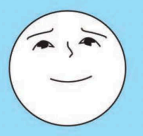

**Tip:** If the same student that has taken uPAR logs in again, it will perform a "recheck." A recheck starts the student one grade level higher than they were last successful.

# CLASS PERIOD 2: STUDENT DATA TALK - AGENDA (55 MINUTES)

## 1. 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** forms (pages 15-16 of this plan).
- Ask students to answer question #1.

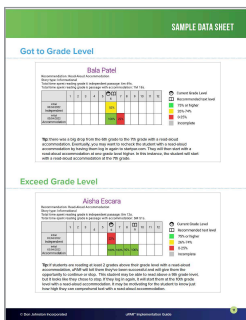
1	2	3	4
			
I really did NOT like it.	I did not like it much.	I liked it a little.	I really liked it.

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

Silent Read ..... ① ② ③ ④

Computer Read ..... ① ② ③ ④

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



## 2. INTERPRET DATA (10 MINUTES)

### Facilitator Notes:

- Pass out the **Sample Data Sheet** (pages 10-12 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 (page 15).
- Discuss how the data from uPAR and their preference compare.

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

Silent Read                      Computer Reader

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

## 2. 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.

### 4. 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 questions #3, #4, and #5 on the **Student Data Talk** form (page 15).

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.

### 5. 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 (page 16) 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


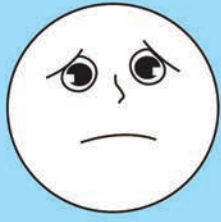


Students need to be explicitly taught how to use accommodated reading strategies.

- 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 how 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 ..... (1) (2) (3) (4)

Computer Read ..... (1) (2) (3) (4)

Then **circle** the method you liked best—

Silent Read

Computer Read

### REVIEW YOUR DATA ...

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

Silent Read

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

X0325 08/22