



**uPAR™**

**Your Launching Pad for Their Flight**

## Reference Guide

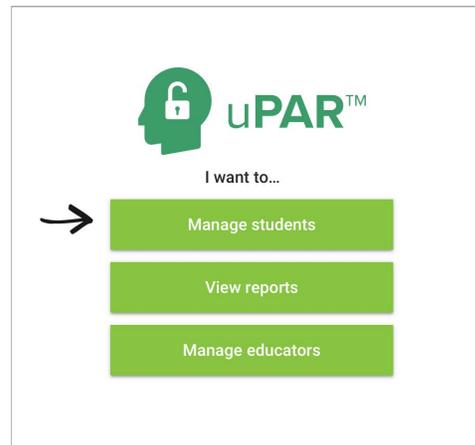


## WHAT'S INSIDE:

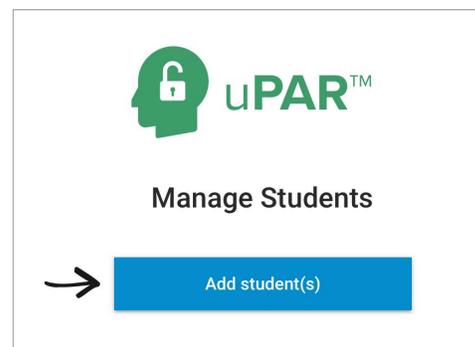
- Creating Students ..... p. 3
- Taking the Protocol ..... p. 4-6
- Data Collection ..... p. 7-8
- Teacher Instructions ..... p. 9-10

## CREATING STUDENTS

1. Sign into [universalpar.com](https://universalpar.com)
2. Click “Manage students”

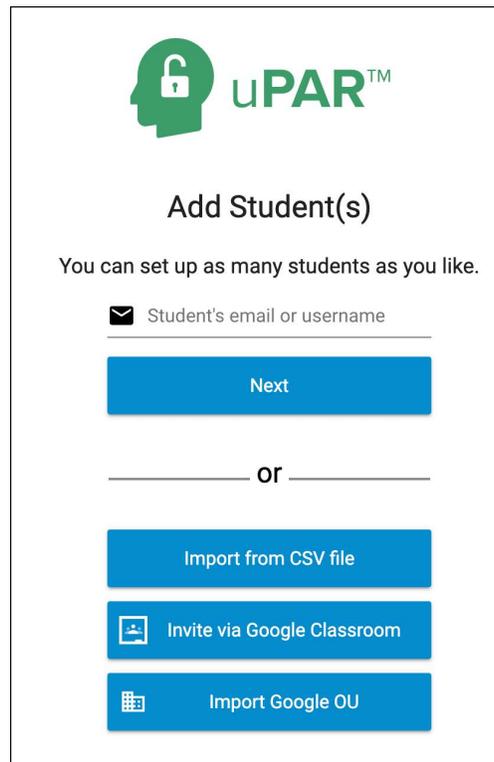


3. Click “Add student(s)”



### 4. Choose method of adding students

- Type emails in manually
- Import from a CSV file
- Invite via Google Classroom
- Import Google OU\*



\*Importing a Google OU requires Organizational Unit permission in Google Workspace

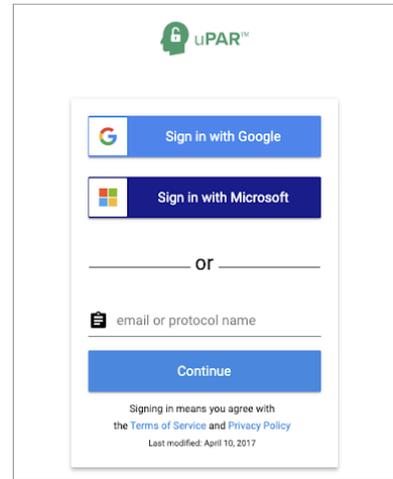
## TAKING THE PROTOCOL

1. Students go to [startpar.com](http://startpar.com)

2. Choose your preferred way to sign in:

### SIGN IN USING SCHOOL EMAIL ADDRESS:

- Click “Sign in with Google.” — OR —
- Click “Sign in with Microsoft.” — OR —
- Enter the email address and click “Continue.”



3. Sound Check:

### Sound Check

For the protocol, you'll need to listen to stories read aloud. You should hear music when you click the play button.

▶ 0:00 / 0:40  🔊

NO MUSIC  I HEAR MUSIC

### Morgan Sarah

🔊 Today, we are going to find some ways that you like to read.

First, you will choose a story to read silently by yourself. Then, you will choose some stories to be read back to you by an adult voice or a computer voice. There will be some multiple choice questions for you to answer after each story.

\* If taking with other students, it's recommended that students use headphones

## Step 4: Find Comprehension Level with a Read Aloud Accommodation

1 Pick the Story That Interests You

 Please select a story that interests you.

  Tornado

  Trapped!

  Hard Times

  Horses Come to America

  Fascinating Owls

### Fans of Feathered Friends



Fans of Feathered Friends (Text Reader)

2:04

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, preening, fighting, flight, and nesting. Experienced birders even learn to identify the sounds produced by birds.

 1) What is this passage about?

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

## Step 5: Read Independently at the Read Aloud Accommodation Level

### 1 Pick the Story That Interests You

 Please select a story that interests you.

  Old Idea New Again

  Hot Dog!

  Ancient Fascination

  Fans of Feathered Friends

### Hot Dog!



Hot Dog! (Human Read)

1:45

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 hots.

### 3 Answer the Questions

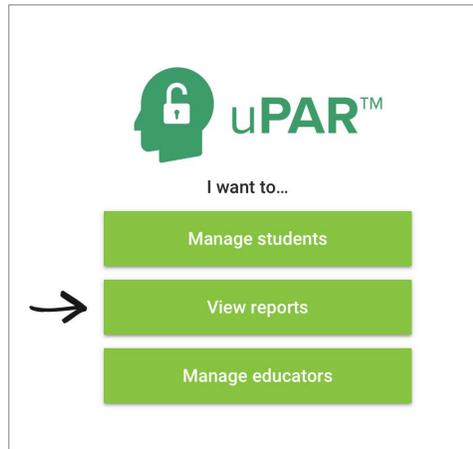
 1) This passage is about \_\_\_\_\_.

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

## DATA WALK

1. Sign into [universalpar.com](https://universalpar.com)

2. Click "View reports"

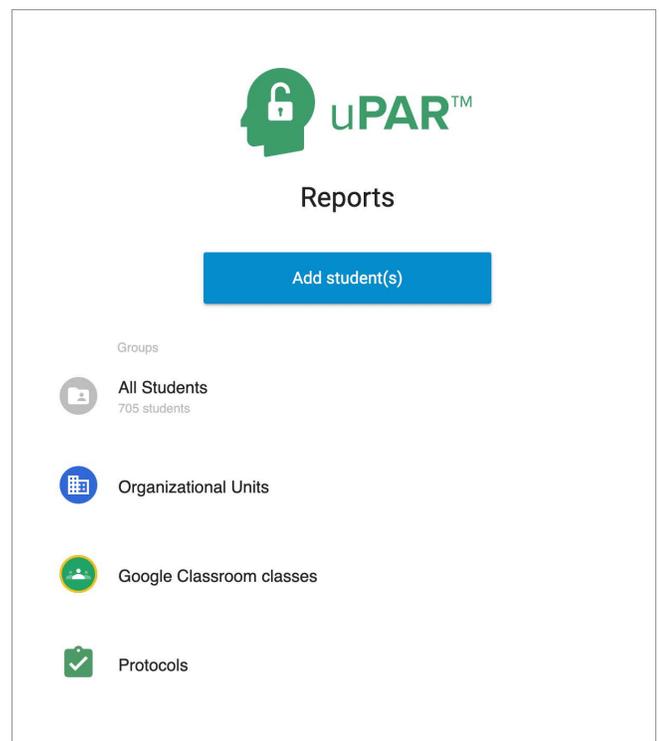


3. View data:

- Click "All Students" all students
  - Shows data by student and all cumulative data
- Click "Organizational Units"
  - Shows data by Org Units like District, School, Grade, etc.
- Click "Google Classroom classes"
  - Shows data by classes

— OR —

- Click "Protocols"
  - shows historical data from the the old, legacy version of uPAR



## Cumulative Data:

### Independently reads **at** grade level

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

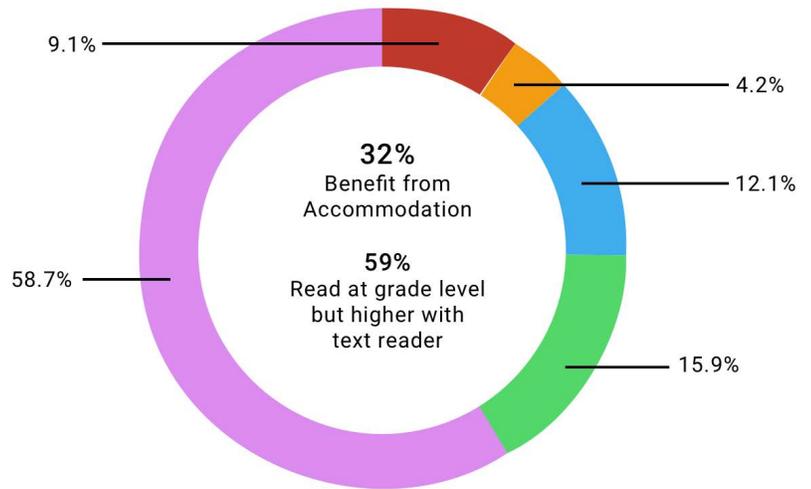
### Independently reads **below** grade level

■ 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.



705	<span style="color: purple;">■</span> UDL
191	<span style="color: green;">■</span> Exceed Grade Level
146	<span style="color: blue;">■</span> Got to Grade Level
51	<span style="color: orange;">■</span> Above Independent Reading Level
109	<span style="color: red;">■</span> No Benefit

## Click on the student name on the left to see individual results:

▼ C. Layne Gr 6 ELA

- Morty Smith
- Willow Ufgood
- Sanai Snow
- Leif Lachlan

## Willow Ufgood

Recommendation: Read-Aloud Accommodation  
 Story type: Narrative  
 Total time spent reading grade 5 independent passage: 12:48.  
 Total time spent reading grade 5 passage with accommodation: 5:24.

	1	2	3	4	5	6	7	8	9	10	11	12
initial 03/22/2022 Independent					33%							
initial 03/22/2022 Accommodation					88%	0%	0%					

Current Grade Level

Recommended Text Level

■ 75% or higher

■ 26% - 74%

■ 0% - 25%

■ Incomplete

## TEACHER INSTRUCTIONS - DAY OF PROTOCOL

### On Protocol Day

#### 1. **Set up the lab**

Put out headphones, turn on computers and post or distribute Student directions

#### 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 passages on the computer read aloud. Next, you'll read a passage by yourself. After each reading passage, you will answer questions about the passage.

Just do your best to read the passages. The computer will let you know when you are finished. You will not have to read more than 5 passages, but you may be asked if you want to read more. You will want to have your headphones or earbuds 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. 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.

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 student 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.

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 a reading accommodation. In the case that they are doing well with an accommodation and uPAR can place the student with a reading accommodation, the protocol will give the students choice and feedback as to whether they want to continue or not.

If the student is getting tired and is not at a point where uPAR can make a recommendation, you can have the student click the "Save & Exit" button and continue uPAR at a later date. You can always view the data even if a student has not completed uPAR. If you have enough data, you may chose to not finish the protocol.

## 6. Recheck

After a student has finished uPAR, you can always recheck to see if they've made improvements with their comprehension with a read aloud accommodation. Just have the student log in again (no need to set anything up), and uPAR will start one grade level above where they successfully read last time. Rechecks can be a quick way to monitor progress.

## 7. Take notes

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



uPAR™



**Learning is for Life™**

**Don Johnston Incorporated**  
500 Unicorn Park  
Woburn, MA 01801

[donjohnston.com](http://donjohnston.com)  
800.999.4660  
[info@donjohnston.com](mailto:info@donjohnston.com)