



National Accessible Reading Assessment Projects



# Introduction to Accessible Reading Assessment

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National Conference on Student Assessment

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# Today's Purpose

1. Highlight the challenges in reading assessment for students with disabilities
2. Provide an overview of relevant research design and analysis
3. Present research findings from projects funded to research and develop accessible reading assessments
4. Identify implications of the research for you
5. Share *Principles and Guidelines* of based on our research and other resources



# National Accessible Reading Assessment Projects

- Designing Accessible Reading Assessments (DARA)
- Partnership for Accessible Reading Assessment (PARA)
- Technology Assisted Reading Assessment (TARA)



# NARAP Goals

1. Develop a definition of reading proficiency
2. Research the assessment of reading proficiency
3. Develop research-based principles and guidelines making large-scale reading assessments more accessible for students who have disabilities that affect reading
4. Develop and field trial a prototype reading assessment



# Designing Accessible Reading Assessments (DARA)

- Educational Testing Service (ETS)
- Focuses on students with learning disabilities
- Focuses on component approach to assessing reading skills. Primary focus are:
  - Word Recognition
  - Reading Fluency
  - Vocabulary Knowledge
  - Comprehension



# Partnership for Accessible Reading Assessments (PARA)

- Collaboration of National Center on Educational Outcomes and U of MN Department of Curriculum and Instruction, CRESST, U of CA Davis, and Westat
- Focus on all disabilities that impact reading, particularly:
  - Learning disabilities
  - Speech or language impairments
  - Mental retardation
  - Deafness or hard of hearing



# Technology Assisted Reading Assessment (TARA)

- ETS, NCEO and Center for Applied Special Technology (CAST)
- Focus on students with visual impairments
- Focus on:
  - Examining the performance of operational ELA tests for students with visual impairments
  - Development of prototype Technology Assisted Reading Assessment
  - Inclusion of VI students in NARAP field test



# Background

- All projects focus on standards-based general assessments based on grade-level achievement standards – the regular assessment!
- **Not** focused on alternate assessments based on alternate achievement standards
- **Not** focused on alternate assessments based on modified achievement standards

*Still, work may sometimes be applicable to these too*



# Who We Are

Martha Thurlow (PARA, TARA)

Cara Cahalan Laitusis (DARA, TARA)

Linda Cook (DARA, TARA)

David O'Brien (PARA)

Jamal Abedi (PARA)

**Discussant** – Peggy Carr



# Who Are You?



# Plan for Today

- 1:00 – 2:30 Introduction  
Issues for Students with Disabilities  
Research Design and Analysis
- 2:30 – 2:45 **BREAK**
- 2:45 – 3:35 Identifying Less Accurately Measured Students  
Impact of Motivation and Engagement
- 3:35 – 3:50 **BREAK**
- 3:50 – 4:30 Segmented Reading Passages  
Principles and Guidelines
- 4:30 – 5:00 Peggy Carr, Discussant



# Workshop Notebook

## Notebook Tabs – Guide to Workshop Process

- Agenda
- Each Topic
  - Powerpoint presentation
  - Resource materials
- Biographies for Presenters
- Notepaper



# Ground Rules

Ask questions for clarification

Interact with us!

Take care of own needs



# Contact Information

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