



National Accessible Reading Assessment Projects



National Accessible Reading Assessment Projects (NARAP)

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Goals for Project

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

Partnership for Accessible Reading Assessments (PARA)

- Collaboration between the National Center for Educational Outcomes, CRESST, and Westat
- Focus on all disabilities that impact reading, particularly:
 - learning disabilities,
 - speech/language impairments,
 - mental retardation, and
 - deafness/hard of hearing
- Investigate varied obstacles to accessible reading assessments and identify possible solutions

Designing Accessible Reading Assessments (DARA)

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

Technology Assisted Reading Assessment (TARA) Project

- 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

Today's Presentations

- State Experiences using Read Aloud Accommodations
 - Dan Wiener, Massachusetts
 - Melodie Friedebach, Missouri
- Overview of Factors that Impact Accessible Reading Assessments
 - Ross Moen, PARA
- Preliminary Research Results from NARAP
 - Martha Thurlow, PARA
 - Cara Cahalan Laitusis, DARA
- Discussant
 - Ron Hambleton, University of Massachusetts

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