



National Accessible Reading Assessment Projects



Developing Accessible Large-Scale Reading Assessments for Students with Disabilities

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National Accessible Reading Assessment Projects

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



NARAP Projects' 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



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



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



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