

How can the summary data in Legacy uPAR help me support my students?

Last Modified on Friday, 03-Feb-2023 16:23:36 GMT

After a group of students take uPAR, you basically end up with three groups.

- 1) Students who can comprehend grade-level materials with a reading accommodation.
- 2) Students who benefit from a reading accommodation, but aren't at grade level.
- 3) Students who don't benefit from a reading accommodation.

Group one.

This is group's data could be considered the most concise. uPAR shows what exactly these students need to get to grade level and beyond. It shows which accommodation would best support their learning. This is not a replacement for reading intervention. The data reveals that they should be given grade-level curriculum materials.

Group two.

Several students in this group show improvement their reading comprehension when using a reading accommodation, over time.

Do consider while administering uPAR that perhaps this protocol was their first experience with Text to Speech (TTS), so they may not be equipped with Text to Speech listening skills. Providing TTS support and then re-assessing students with uPAR after a few months is valuable to see if there is improvement. There are also tools in addition to TTS that can help. In Don Johnston's Snap&Read Universal, there are study tools, visual tools, language tools, and text leveling available for the student. The goal is always to help students access grade-level text.

Again, this is not a replacement for the existing reading intervention in your school.

Group three.

Data collected with uPAR will show which students don't benefit from read aloud accommodations. Students in this group need reading intervention, other reading tools, and accommodations.
