

# Predictive Assessment of Reading (PAR) – Child Reports

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Individual child reports help users understand the results of the PAR assessment. Reports are useful in understanding assessment scores for each subtest of the PAR, for understanding which skills are most in need of remediation, and for planning the appropriate type of intervention (whole class, small group, or individual). When generating reports users can select a single checkpoint period or multiple checkpoint periods to monitor child progress over time.

The following pages include information about:

- The Student Summary Report
- The Student Progress Report
- The Family Report

Reports such as Student Summary Report help users understand a child's results from the PAR assessment. The report can be generated for a single checkpoint period or can include multiple time periods for monitoring progress during the school year.

*Reports such as the Student Summary Report include five types of scores:*

*Raw scores for each of the PAR subtest.*

*Standard scores for each subtest and a total standard score based on all four subtest.*

*Remediation and intensity codes that identify those foundational reading skills most in need of intervention.*

*Predicted scores for the 3<sup>rd</sup> and 8<sup>th</sup> grade end-of-grade testing.*

*Grade-level equivalents including reading and listening comprehension and Lexile™ equivalent scores.*

	FALL SCORE	WINTER SCORE	SPRING SCORE	MAX SCORE
Letter-Word Calling	10			30
Picture Naming	17			35
Phonemic Awareness First Consonant Strip	10			10
Phonemic Awareness Final Consonant	6			10
Rapid Naming Digits	44			
Rapid Naming Letters	43			
Total Raw Score				
Letter-word standard score	114			
Picture naming standard score	103			
Phonemic awareness standard score	122			
Rapid naming standard score	113			
Standard score	116			
Predicted 3rd grade score	112			
Predicted 8th grade score	112			
Remediation code	OK			
Intensity code	0			
High	H			
Reading Comprehension standard score	110			
Reading Comprehension Grade level equivalent	Grade 2, Month 0			
Listening Comprehension standard score	107			
Listening Comprehension Grade level equivalent	Grade 1, Month 7			
Lexile equivalent	300			

#### PAR Codes

F - Fluency skill training only is recommended to help with reading speed.

V - Vocabulary development needs to be encouraged.

P - Phonemic Awareness instruction is needed.

W - Single word calling is low.

P + V - Combined Phonemic Awareness and Vocabulary instruction are needed, in a context of overall language stimulation.

P + F - Combined Phonemic Awareness and Fluency instruction are both recommended.

H, HH, HHH - Indicates overall levels of predicted reading that are 1, 2, or 3 grade levels above the child's current grade.

OK - Student displays solid grade level performance in all skill areas.

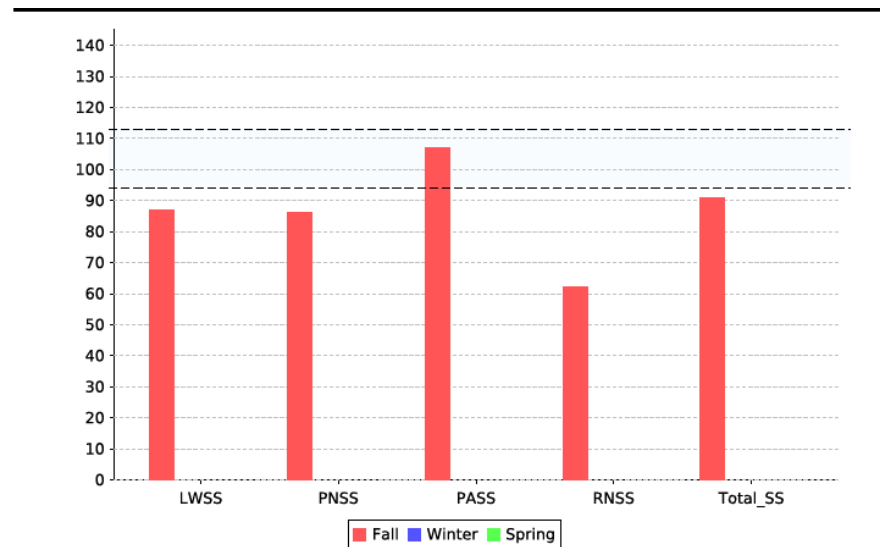
The Student Progress Report summarizes the scores for each subtest of the Predictive Assessment of Reading – PAR for the selected time period. Results are displayed in graphical format with individual data points for each subtest and the total score. Each bar represents the student's standard score for each subtest, the last bar represents the total standard score for all four subtest.

*Student Progress Report:*

*Summarizes the scores for each subtest of the PAR in the selected time period(s).*

*Each bar represents the student's standard score for that subtest. The last bar represents the total standard score for all four subtest.*

*Results can include a single time period or multiple time periods for comparison purposes.*



	LWSS	PNSS	PASS	RNSS	Total SS	PAR Code	Group Level	High
Fall	87	86	107	62	91	V	3	
Winter								
Spring								

The Family Report uses an easy-to-read format to help parents and caregivers understand the results of their child's PAR assessment. Results include the child's intensity and remediation code, a description of the code, and at home strategies based on the results of the PAR. Family reports are available in both English and Spanish.

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*Family Report:*

*Reports the results of the student's recent results with recommendations.*

*Code – the remediation and intensity code from the most recent assessment.*

*Description – a family friendly definition of their child's remediation and intensity code in column one.*

*At Home Strategies – recommendations for supporting their child's reading at home based on the most recent assessment results.*

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The information below is based on the results of your child's latest PAR assessment.

Assessment results are expressed in terms of a PAR code and they may also have an intensity level assigned. The intensity levels refer to the instructional setting in which your child will receive the most benefit from as they are learning. Intensity codes range from 1-4 with a 1 indicating the most benefit is received from one-on-one instruction to 4 indicating your child will gain the support they need from general classroom instruction. (A full description of the PAR codes may be found on page 1 of this report.) When intensity codes are present they are listed in brackets next your child's PAR code. The final column includes suggested activities (appropriate to the specific PAR code) you may want to try at home with your child.

Code	Description	At Home Strategies
V(4)	Jackson is predicted to have trouble understanding what is read. During the assessment, your child was unable to identify the names of some objects. For growth in this area, your child should receive extra whole group instruction focused on learning the meanings of words.	<p>Children learn the meaning of words through conversation and listening to books read aloud.</p> <p>Children learn more words when the topics are interesting to them and related. For example, spend time one week talking about different types of weather or different ways people travel. Read a book to your child that is related to the topic for additional vocabulary support.</p> <p>Encourage as much reading as possible. Preview the books and identify one or two words that you can discuss the meaning of before or while reading the book.</p>