NCSALL Seminar Guide:

Reading Profiles

September 2005

National Center for the Study of Adult Learning and Literacy

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Reading Profiles

This seminar guide was created by the National Center for the Study of Adult Learning and Literacy (NCSALL) to introduce adult education practitioners to the reading profiles from the Adult Reading Components Study (ARCS). Programs or professional developers may want to use this seminar in place of a regularly scheduled meeting, such as a statewide training or a local program staff meeting.

Objectives:

By the end of the seminar, participants will be able to:

- Explain why developing reading profiles for students will help them, as teachers, to plan better, more focused reading instruction
- Prepare instructional plans for students using the tools and reading profiles on the *Assessment Strategies and Reading Profiles* Web site

Participants: 8 to 12 practitioners who work in adult education—teachers and tutors

Time: 3 hours

Agenda:

20 minutes	1. Welcome and Introductions
5 minutes	2. Objectives and Agenda
40 minutes	3. Discussion of Reading Assessment
15 minutes	***Break***
75 minutes	4. ARCS Profiles
20 minutes	5. Planning Next Steps for the Group
5 minutes	6. Evaluation of the Seminar

Session Preparation:

This guide includes the information and materials needed to conduct the seminar—step-by-step instructions for the activities, approximate time for each activity, and notes and other ideas for conducting the activities. The handouts and reading, ready for photocopying, are at the end of the guide.

A computer lab with Internet connections is needed at the location for this seminar. Each participant works with the *Assessment Strategies and Reading Profiles* Web site (www.nifl.gov/readingprofiles/) in the fourth step.

[Note: If a computer lab is not available for the seminar, use the handout *Assessment Strategies and Reading Profiles* or accompanying Power Point as alternatives for demonstrating the content of the Web site.]

Participants should receive the following reading at least 10 days before the seminar. Ask participants to read this article before the seminar.

- 🕮 **What Silent Reading Tests Alone Can't Tell You: Two Case Studies in Adult Reading Differences** by John Strucker (*Focus on Basics*, Volume 1, Issue B, May 1997)

Also **ask participants to bring assessment data for one student** with whom they are currently working to the seminar. They must have five scores for a student in order to make a match for a reading profile:

Word Recognition—as a Grade Equivalent (GE)
Spelling—as a GE
Word Meaning—as a GE
Silent Reading Comprehension—as a GE
Oral Reading Rate—as Words per Minute (WPM)

[Note: If participants don't have assessment data, sample data is supplied for them on a handout.]

The facilitator should read the article and preview the Web site, in addition to studying the seminar steps and preparing the materials on the following list.

Newsprints (Prepare ahead of time.)

___ Objectives and Agenda (p. 6)

___ Discussion Questions (p. 7)

___ Next Steps (p. 8)

___ Useful/How to Improve (p. 9)

Handouts (Make copies for each participant.)

___ *Assessment Strategies and Reading Profiles*

___ *Student Assessment Data*

___ *Sample Instructional Plan*

Reading (Have two or three extra copies available for participants who forget to bring theirs.)

___ **What Silent Reading Tests Alone Can't Tell You: Two Case Studies in Adult Reading Differences**

Materials

___ Newsprint easel

___ Markers, pens, tape

___ Sticky dots

Computer Lab

___ Computers with Internet access for each participant**

**If the *Assessment Strategies and Reading Profiles* Web site is not accessible during the seminar, use the *Assessment Strategies and Reading Profiles* handout as an alternative method for demonstrating the content. Make transparencies from the accompanying PowerPoint presentation, or ask participants to review the handout pages together.

Steps:

1. Welcome and Introductions (20 minutes)

- **Welcome participants** to the seminar. **Introduce yourself** and state your role as facilitator. Explain how you came to facilitate this seminar and who is sponsoring it.
- **Ask participants to introduce themselves** (name, program, and role) and briefly describe one tool that they use for reading assessment with their students.
- **Make sure that participants know** where bathrooms are located, when the session will end, when the break will be, and any other housekeeping information.

Note to Facilitator
Since time is very tight, it's important to move participants along gently but firmly if they are exceeding their time limit for introductions.

2. Objectives and Agenda (5 minutes)

- **Post the newsprint <u>Objectives and Agenda</u>** and review the objectives and steps with the participants.

Objectives

By the end of the seminar, you will be able to:

- Explain why developing reading profiles for students will help you, as teachers, to plan better, more focused reading instruction
- Prepare instructional plans for students using the tools and reading profiles on the *Assessment Strategies and Reading Profiles* Web site

Agenda

1. Welcome and Introductions (Done!)
2. Objectives and Agenda (Doing)
3. Discussion of Reading Assessment
4. ARCS Profiles
5. Planning Next Steps for the Group
6. Evaluation of the Seminar

3. Discussion of Reading Assessment (40 minutes)

- **Explain that in this next activity participants will reflect on the reading for today's meeting.**

  [Note to facilitator: The author demonstrates how multi-component testing can reveal uneven reading profiles in adult students and argues that students require very different instructional approaches depending on their profiles. He uses two case studies and summaries of research to outline differences in reading profiles and to underscore the implications for assessment, policy and program design, and appropriate instruction.]

- **Post the newsprint Discussion Questions.**

  Ask the participants to form small groups of three to four people to explore the following questions. Ask the group also to note questions that arise during their discussion that they would like to discuss with the whole group.

Discussion Questions

- What did you see as the key points of this article?
- What evidence do you think the authors gave to back up these practices? What might be the strengths and weaknesses of this evidence?
- Which of the findings or practices did you find surprising or intriguing? Why?
- How might the profiles help you plan better reading instruction for your students?

Helpful Hint

If you find that participants don't have follow-up questions or seem quiet, you should begin to ask questions that you feel can facilitate more discussion in the large group format.

- **After 25 minutes, reconvene the whole group.** Each group reports back to whole group about any observations, questions, or issues that arose from the reading or small group discussion. After each group presents, there should be time allotted for questions and comments from other groups. (This should be encouraged by the facilitator.).

Break (15 minutes)

4. ARCS Profiles (75 minutes)

- **Use the handout *Assessment Strategies and Reading Profiles*** to guide participants through the **"Match a Profile" section** of the Web site (www.nifl.gov/readingprofiles/). **Participants use the student assessment data they brought** in this activity. Ask the participants to match their student's assessment data to one of the profiles from the Adult Reading Components Study.

  [Note: If the *Assessment Strategies and Reading Profiles* Web site is not accessible during the seminar, use the handout *Assessment Strategies and Reading Profiles* as an alternative method for demonstrating the content. Make transparencies of the accompanying PowerPoint presentation, or ask participants to review the handout pages together.]

- **Ask participants to create an instructional plan** for their student based on the information provided on the Web site. The handout *Sample Instructional Plan* provides a template, or participants may choose to use another format. Give participants about 30 minutes to create a plan.

- **Reconvene the whole group.** Ask participants to briefly describe their students' profiles and the prepared instructional plans. After each person presents, time should be allotted for questions and comments from other participants.

Helpful Hint

If participants don't bring assessment data, use the following scores, which are listed in the *Student Assessment Data* handout:

Word Recognition: GE 8.9
Spelling: GE 3.6
Word Meaning: GE 7.2
Silent Reading Comprehension: GE 5.2
Oral Reading Rate: 45 WPM

5. Planning Next Steps for the Group (20 minutes)

- **Post the newsprint <u>Next Steps</u>.** Explain that now that the individual participants have developed an instructional plan to try out in their classrooms, the group should make a plan about the group's next steps.

Next Steps

- How might you share with each other how your instructional plans worked, or how might you ask each other questions?

- **Write up potential next steps** on the newsprint as the participants mention them. After five minutes of brainstorming, ask participants to silently look at the options and individually select two ways for the group to continue the discussions.

- **Hand out two sticky dots to each participant** and ask the group to put their dots next to the one or two ideas that they would most like the group to do. If they don't want to do any of the activities, they should not put their dots on the newsprint.

- **Lead the group in organizing its choice. For example:**

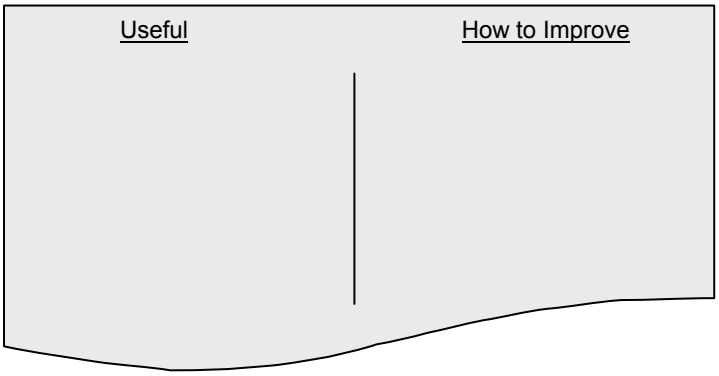
  - If they choose to schedule a follow-up meeting, set the date, time, and place for the meeting, and brainstorm an agenda for the meeting. Determine who will definitely be coming, and who will take the responsibility to cancel the meeting in case of bad weather.

  - If they choose to organize an e-mail list, pass around a sheet for everyone to write their e-mail addresses. Decide who is going to start the first posting, and discuss what types of discussion or postings people would like to see (e.g., questions about how to try out something in their classroom, descriptions of what happened after they tried it, sharing of other resources about assessment strategies and reading profiles, etc.).

6. Evaluation of the Seminar (5 minutes)

- **Explain to participants that, in the time left, you would like to get feedback from them about this seminar.** You will use this feedback in shaping future seminars.

- ☐ **Post the newsprint <u>Useful/How to Improve</u>.**



Ask participants first to tell you what was useful or helpful to them about the design and content of this seminar. Write their comments, without response from you, on the newsprint under "Useful."

- **Then ask participants for suggestions on how to improve this design and content.** Write their comments, without response from you, on the newsprint under "How to Improve." If anyone makes a negative comment that's not in the form of a suggestion, ask the person to rephrase it as a suggestion for improvement, and then write the suggestion on the newsprint.

- **Do not make any response to participants' comments during this evaluation.** It is very important for you not to defend or justify anything you have done in the seminar or anything about the design or content, as this will discourage further suggestions. If anyone makes a suggestion you don't agree with, just nod your head. If you feel some response is needed, rephrase their concern: "So you feel that what we should do instead of the small group discussion is . . . ? Is that right?"

- **Refer participants to the National Center for the Study of Adult Learning and Literacy's Web site (www.ncsall.net) for further information**. Point out that most NSCALL publications may be downloaded for free from the Web site. Print versions can be ordered by contacting NSCALL at World Education: ncsall@worlded.org.

- **Thank everyone** for coming and participating in the seminar.

Reading

(To be read by participants *before* the session.)

What Silent Reading Tests Alone Can't Tell You: Two Case Studies in Adult Reading Differences

by John Strucker
Focus on Basics, Vol. 1, Issue B, May 1997, pp. 13-16

Before joining NCSALL last fall as a researcher, I worked as a reading teacher in adult basic education (ABE) for 11 years at the Community Learning Center in Cambridge, MA. When I began in 1985, our center relied primarily on "quick-and-dirty" silent reading tests to place students in class.

Over the years, however, my colleagues and I began to realize that sensitive, multi-component reading assessment would provide more useful diagnostic and teaching information than silent reading comprehension tests alone. In addition to silent reading, we began doing word analysis (phonics), word recognition, spelling, oral reading, and oral vocabulary assessments with all learners who scored below grade equivalent (GE) 8 on our old test and with any learner reporting a history of serious childhood reading problems.

As we began to use multi-component testing, we noticed that most of our adult basic education (ABE) readers presented very mixed, uneven patterns of strengths and needs across the various components of reading. Some of their reading skills were fairly well-developed, but often many important skills were not. We also began to notice recurring patterns of strengths and needs, and we began to identify typical reader profiles. At the Harvard Adult Literacy Initiative, Professor Jeanne S. Chall had also begun to identify and describe distinctive patterns of strengths and needs among the ABE learners served in her adult reading laboratory (Chall, 1991).

My subsequent research (Strucker, 1995) confirmed this: unlike normally progressing young readers, who, by definition, have relatively even reading profiles—e.g., an "average" fourth grader usually has approximately fourth grade skills across the components of reading—ABE readers tend to have very uneven reading profiles. To put it another way, as Chall (1991) noted, many ABE readers' profiles resembled those of children who have been diagnosed with reading difficulties.

Why are there so many uneven profiles in ABE? This is a complicated question, but let me suggest a few reasons: Most of our native speakers—up to 78% according to my preliminary research—report they had serious reading

problems when they were children. Therefore, their reading profiles may have begun to develop unevenly in childhood and remained uneven into adulthood. Second-language speakers in ABE classes generally have acceptable print skills, but usually they have not developed commensurate vocabulary levels in English. Moreover, some may not have had sufficient native language education to have developed these concepts in their native languages.

Why is the "unevenness" of ABE readers' profiles important? Let's back up for a moment to talk about the reading process. The "print aspects" of reading, like word recognition, and the "meaning aspects" of reading, like comprehension and vocabulary, are thought to support each other interactively (Adams, M.J., 1994). But the converse is also true: significant difficulties in one or more components not only hinder one's current reading, they may also impede future progress, for adults or children (Curtis, M.E., in press; Roswell & Chall, 1994). For example, if word recognition is slow and inaccurate, the effortless processing of text that enables comprehension to take place may be impaired, despite a reader's background knowledge, vocabulary, and analytic ability (Perfetti, 1985).

Below, I present case studies of two typical adult learners to illustrate what this notion of "uneven reading profiles" can mean in concrete terms. Both students scored an identical grade equivalent (GE) 4 in silent reading. But, they are very different readers, with very different instructional needs. Their stories highlight two important issues: the value of thorough diagnostic testing that goes beyond silent reading comprehension, and the value of a wider variety of classroom placements than many ABE centers are currently able to offer.

"Richard"

Born in a city near Boston, Richard was 24 when I met him. He enrolled in our center to earn a high school degree in order to enlist in the military. His K-12 schooling featured many interruptions because his family moved frequently during his childhood: "I was never in kindergarten at all and during first, second, and third grade we moved all the time. [Teachers] didn't really deal with my reading problems because by the time they noticed them, we had moved....I'm still very hurt to this day....If I'd had an education, I could have done anything."

Richard's teachers eventually did notice his reading problems, and he was placed in special education classes from middle school on. In high school he was a popular, outgoing student, earning varsity letters in football and basketball. Because he was bright and well-spoken, his friends assumed he would go on to college, perhaps even with an athletic scholarship. In reality, however, Richard's reading had remained stalled at primary school levels.

In the middle of his junior year, his mother moved the family to Florida. Richard re-enrolled in school there, but he began to work long hours after school to help support the family. He soon dropped out to take on a 40-hour-per-week schedule in a fast food restaurant.

A year later, he returned to the Boston area. He has worked in a number of jobs since then, including security guard, restaurant worker and cook, and clothing salesman.

Richard's DAR Scores					
Word Analysis	**Word Recog.**	**Spelling**	**Oral Reading**	**Compre-hension**	**Oral Vocab.**
GE 1.5*	GE 2	GE 1	GE 4	GE 4	GE 6

**GE 3 is the highest extrapolated score possible for word analysis*

Above are his intake scores on the Diagnostic Assessment of Reading (DAR) (Roswell & Chall, 1992). Richard's grade equivalent (GE) scores should not automatically be interpreted to mean that he is "identical to a first-grader in word analysis" or "identical to a sixth-grader" in oral vocabulary. The miscue patterns of an adult such as Richard and those of a child can often be very different. In vocabulary, for example, Richard probably knows many words, learned through his work experience, that a sixth grader might not know, while a sixth grader might know many school-based words that Richard may have had trouble reading as a child. This doesn't mean that grade equivalents are meaningless. If analyzed together, GE's can serve to indicate areas of relative strength and weakness. Notice, for example, that Richard's "print skills"—word analysis, word recognition, and spelling—were much weaker than his "meaning-related skills"—oral reading, comprehension, and oral vocabulary.

Looking within each test tells us more. My test notes reveal that Richard's word analysis skills were spotty and uncertain: he was able to produce all of the consonant sounds, but many only with great difficulty and some in a distorted, guttural form. He was unable to isolate short vowel sounds and unable to read unfamiliar short vowel words, silent *"e"*, double vowel, and *r*-controlled vowel words accurately. Richard's spelling miscues paralleled his word analysis errors: a few single vowel words were spelled correctly, but those with double vowels (*trian* for *train*; *chier* for *chair*) were not.

His word recognition miscues involved guesses based on the first few letters of a word and its overall shape, again with much uncertainty about vowels: witch for watch, courage for carriage, nicest for notice. Several times

during testing I reminded Richard to take his time, but he persisted in attempting to read rapidly, even at the sacrifice of accuracy.

Richard's oral reading miscues were similar to those in word recognition: midnight for middle, old for odd. He was able to use the context to monitor and self-correct some of his mistakes. His self-corrections did not affect his scored mastery level, but they did slow down his reading and make it appear very labored. Although he mastered GE 4, even his GE 2 oral reading was not fluent; it contained several self-corrections, hesitations, and repetitions.

Silent reading comprehension was an area of relative strength for Richard, but he took more than ten minutes to read and answer four questions on the 100-word GE 4 passage. Oral vocabulary at GE 6 was Richard's strongest skill. Some responses, however, reflected his word analysis and phonological difficulties: for *console*—"When you put something where you can't see it...." while others were vague and imprecise: for *environment*—"A place you like...." It is important to measure vocabulary orally; written vocabulary tests may conflate vocabulary with word recognition when used with people who have decoding problems.

Richard's silent reading and vocabulary scores taken alone might have led to his placement in an intermediate reading class that would have concentrated on silent reading comprehension, vocabulary, and basic expository writing. Instead, Richard's severe difficulties with decoding and spelling (as shown in the DAR word analysis, word recognition, spelling and oral reading tests) led to his placement in a class which focused on helping students develop reading fluency and accuracy. This class covered the decoding and spelling of double-vowel syllables and polysyllabic words, and it included lots of opportunities for the oral reading of connected texts—especially stories, poems, and plays, which Richard particularly enjoyed.

Even though silent reading comprehension skills were not emphasized in this class, after five months Richard began to score at or above GE 6 in silent reading on the TABE (Test of Adult Basic Education) and ABLE (Adult Basic Learning Exam), if they were not timed. Both the TABE and ABLE were normed on ABE adults. They employ the familiar format of short passages followed by multiple-choice questions. The TABE is timed and the ABLE is not timed. (For more on reading tests, see the box on page 16) It appeared that his modest progress in the "print aspects" of reading had begun to help Richard unlock his strengths in the "meaning aspects" of reading.

The happy ending to Richard's story has yet to be written. After a year in our center, he began to work two jobs to help support his mother when she became ill. Reluctantly, he had to drop his ABE classes. As in childhood,

Richard's education had again been interrupted, but at least he had proved to himself that he could make significant progress.

"Vanessa"

When I met Vanessa she was 24 and the mother of a three-year-old. She had been referred by the state's welfare-to-work program to brush up her academic skills so she could go on to job training. Born in Lima, Peru, Vanessa remembered knowing how to read before she entered school, "...because my mom showed me." She reported no trouble with reading or any other school subjects throughout her nine years of schooling in Peru. In Lima she even studied "basic English," but, she recalled, "...whatever they taught us there, it was nothing like real English here [in the US]." When she was 15, her family moved to Massachusetts, and Vanessa was immediately placed, at her father's insistence, in regular, as opposed to ESOL (English for Speakers of Other Languages) or bilingual, ninth grade classes in an urban high school. "That first year...I got no tutoring or anything. Lucky for me there were other Spanish-speaking kids in the class, from Puerto Rico and the Dominican Republic. They explained things and translated, but that first year I just picked up English by listening to people and watching TV."

The next year, she enrolled in a different high school, where "...I got ESOL classes for three years, and it really helped." At the same time she was taking and passing commercial courses in English, but becoming increasingly bored with school: "I quit when I was a senior, with only three months to go... [because] my boyfriend decided to quit, so I followed. I went to a beauty academy to be a beautician. They got me loans to pay for tuition. But they just think of the money. I finished the course, but I couldn't pass the written licensing test in English. Now I still owe them $9,000! Then I got pregnant with my daughter and couldn't work anymore."

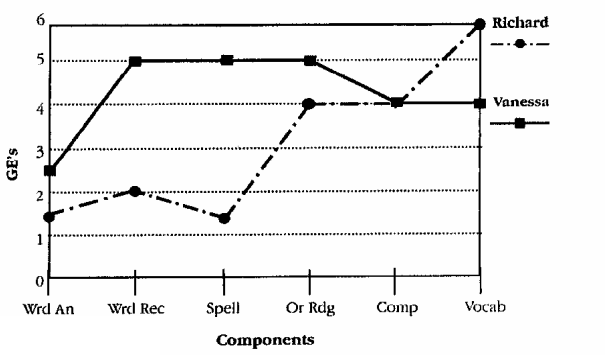
Vanessa's DAR Scores

Word Analysis	Word Recog.	Spelling	Oral Reading	Compre-hension	Oral Vocab.
GE 2-3*	GE 5	GE 5	GE 5	GE 4	GE 4

**GE 3 is the highest extrapolated score possible for word analysis*

Above is Vanessa's reading profile, based on the same DAR tests administered to Richard. We notice immediately that even though Vanessa and Richard had identical comprehension scores at GE 4, their profiles are nearly the reverse of each other. Vanessa's reading was relatively stronger in the "print aspects" as compared to the "meaning aspects," while Richard's strengths lay in the "meaning aspects" as compared to the "print aspects." The

graph (below) of Richard's and Vanessa's reading profiles superimposed on each other shows how different two readers can be, even when they have identical silent reading comprehension scores.



Vanessa's word analysis skills, while somewhat rusty, seemed relatively intact. Her word recognition score almost hit the GE 6 level, with most of her miscues involving the use of Spanish pronunciation rules on English words: fahvorahblay for favorable and streaking for striking. Her oral reading errors followed this pattern closely. In contrast to Richard, whose oral reading lacked fluency well below mastery level, Vanessa's oral reading remained fluent even above her mastery level. Vanessa's own analysis of her miscues made sense: she explained that since leaving high school she had spoken mostly Spanish at home, watched Spanish-language TV, and read mostly Spanish newspapers and magazines. Her English reading had suffered for lack of practice.

Vanessa's silent reading comprehension at GE 4—which she mastered—and GE 5—which she almost mastered—only took a few minutes, compared to Richard's ten. She lamented that she couldn't use a Spanish/English dictionary. Her oral vocabulary, also at GE 4, suggested that a dictionary might have helped. As the English words on the test got harder, Vanessa's definitions grew vaguer, even when they were counted as correct: *environment*—"What's going on in the world, like smoke...."

Vanessa's profile led us to place her in a different class from Richard. She was enrolled in an intermediate reading class which concentrated on advanced decoding skills, writing, vocabulary, and silent reading comprehension. In addition to this class, Vanessa and other non-native speakers of English received one class per week taught by an ESOL (English for Speakers of Other Languages) specialist. This class focused on the specific needs of people like Vanessa. These learners are fluent speakers of English, but they often need special instruction in the vocabulary and syntax of written English—e.g., uses of signal words like therefore, despite, however,

although—and in how to transfer metalinguistic knowledge acquired in their native language to English—e.g., that the English suffixes *-tion*, *-ed* and *-ly* correspond to the Spanish suffixes *-cion*, *-ado(a)*, and *-mente*, respectively.

Vanessa's story has a happy ending. She made rapid progress in our center, largely because she was able to regain and enhance her neglected English reading and writing skills. Within five months she had transferred to a combined office-skills/GED program, and, following that, to a prestigious secretarial school. Last summer I met Vanessa on the street and learned more good news: she and her boyfriend have married, they have a second child, and he has landed a good job with benefits. And, with obvious pride, Vanessa reported that she has used her combined Spanish and English literacy skills to obtain her "dream job" as a bilingual medical secretary.

Patterns of Adult Reading

In *Patterns of Reading in ABE* (1995), John Strucker tested and interviewed a sample of 120 ABE readers designed to resemble the learners in the Massachusetts ABE system as a whole. Students were tested with the Diagnostic Assessments of Reading (DAR). The 120 DAR component profile scores were subjected to computer cluster analysis. Nine instructionally-meaningful clusters of ABE learners emerged, ranging from beginners all the way up to those at GED levels.

Here are some of Strucker's findings in brief.

- The ABE readers were quite diverse, especially at intermediate levels (GE 4-7), with five distinct clusters identified.
- Most learners had relatively "uneven" profiles of strengths and needs, with only about five percent of the learners displaying the relatively "even" profiles associated with normally developing young readers.
- Native speakers tended to have relatively stronger "meaning-based skills" as compared to "print-based skills," while non-native speakers exhibited the opposite pattern. Chall (1991) reported similar findings.
- The number of native speakers with reading difficulties in childhood was surprisingly high. Seventy eight percent reported formal recognition of their problems by school authorities and subsequent placement in either remedial reading or learning disabilities classes.
- Many native speakers at all levels tended to have difficulty with oral reading fluency, even below their eventual levels of mastery, suggesting that they were having difficulty processing text efficiently and effortlessly.

- Many second-language speakers in ABE classes had surprisingly low levels of oral vocabulary in English (GE 2 to GE 4), despite their fluent levels of conversational English. Similarly low levels of oral vocabulary occurred among some inner-city young adults who were native speakers.

In Conclusion

These brief case studies highlight a number of inter-related points for ABE teachers, administrators, and policy makers to consider.

Given that ABE readers are so diverse and their profiles are so uneven, shouldn't sensitive, multi-component diagnostic testing be done with all learners? This testing does not need to be time-consuming, expensive, or burdensome for the learners. The DAR, for example, takes about 40 minutes to administer, and most teachers can learn to use it with just a few hours of training. Most students enjoy the one-on-one attention and instant feedback which tests like the DAR provide.

Does our current array of classes allow us to offer very different readers, like Richard and Vanessa, the different kinds of help they need? Like other ABE teachers, I have struggled to teach learners with very widely divergent needs in the same class. It can be done if the teacher recognizes who those learners are and what their needs are, but it entails a terrible sacrifice of their limited and precious instructional time. To put it another way, attempting to teach "Richards" and "Vanessas" at the same time involves cutting in half the instructional time available to each type of learner.

What can we do about this situation? More money to offer a wider range of classes would certainly help. But we may want to explore some organizational changes as well. In urban and suburban areas, small programs might consider merging to create larger, more versatile centers. Or, they might consider a division of responsibilities in which each small center might specialize in a certain level type of learner, and then refer readers of other types and levels to cooperating centers which specialized in teaching those learners.

Richard and Vanessa represent only two typical ABE reading profiles, but there may be as many as ten to 12 instructionally-relevant reading profiles in the ABE learner population as a whole. And we know even less about the reading profiles of ESOL learners. Just as reading teachers need to know more about each student we teach, the field as a whole needs to know more about the different types readers who come to our centers. Only then will we be able to match our teaching and class placements to their needs. To that end, my

colleagues and I at NCSALL, in partnership with practitioners around the country, will be giving basic diagnostic assessments, including the DAR, to a national sample of about 500 learners to create composite portraits of the various kinds of readers we meet in ABE.

These diagnostic portraits of ABE readers can then be used to inform the work of fine-tuning and, where necessary, redesigning our instructional approaches and class placements. But while we're doing this, we can't afford to neglect our traditional commitment to developing curriculum that is relevant, culturally inclusive, and mindful of adult experience and cognitive skills. It's an exciting time for practitioners and researchers in ABE reading, a time when the field will be moving forward on many fronts simultaneously.

Tests of Reading

The Diagnostic Assessment of Reading (DAR) measures word analysis (phonics), word recognition (graded word lists), spelling, oral reading (graded short passages), comprehension (short graded passages followed by questions and an oral summary) and oral vocabulary. It is administered one-on-one with ample opportunity for feedback and discussion with the learner. It is criterion-referenced in that learners are given opportunities to master increasingly harder material until they reach their highest mastery level. The DAR reading comprehension tests are not timed.

The DAR is very "user-friendly" for teachers and students because of its clear directions and convenient format. Teachers can measure the same components of reading using other batteries, such as the Woodcock-Johnson Language Proficiency Battery Revised (Riverside, 1990). Or, they can assemble their own diagnostic batteries from tests they already own; e.g., using the Wide Range Achievement Test (WRAT) for word recognition and spelling, the Gray Oral Reading Test for oral reading, a standardized silent reading test like the TABE, ABLE, or Nelson for comprehension, and an oral vocabulary measure such as the ABLE 1, or the Peabody Picture Vocabulary Test. See Chall, J.S. & Curtis, M.E. (1990) and Roswell, F. and Chall, J.S. (1994) for more on diagnostic achievement testing in reading.

Tests

Brown, J., Bennett, J.M. & Hanna, G. (1978) *The Nelson Reading Test.* Chicago: Riverside Publishing Co.

Dunn, L.M. & Dunn, L.M. (1981) *Peabody Picture Vocabulary Test* (PPVT). Circle Pines, MN: American Guidance Service.

Karlsen, B. & Gardner, E.F. (1986) *Adult Basic Learning Exam, Levels 1, 2 & 3* (ABLE). New York: The Psychological Corporation, Harcourt, Brace, Jovanovich. (Note: Only the ABLE Level 1 measures vocabulary orally.)

Roswell, F. & Chall, J.S. (1991) *Diagnostic Assessments of Reading and Trial Teaching Strategies* (DAR). Chicago: Riverside Publishing Co.

T*est of Adult Basic Education* (TABE). (1987) Monterey, CA: CTB/McGraw-Hill.

Woodcock, R. (1991) *Woodcock Language Proficiency Battery-Revise* (WLPB-R). Chicago: Riverside Publishing Co.

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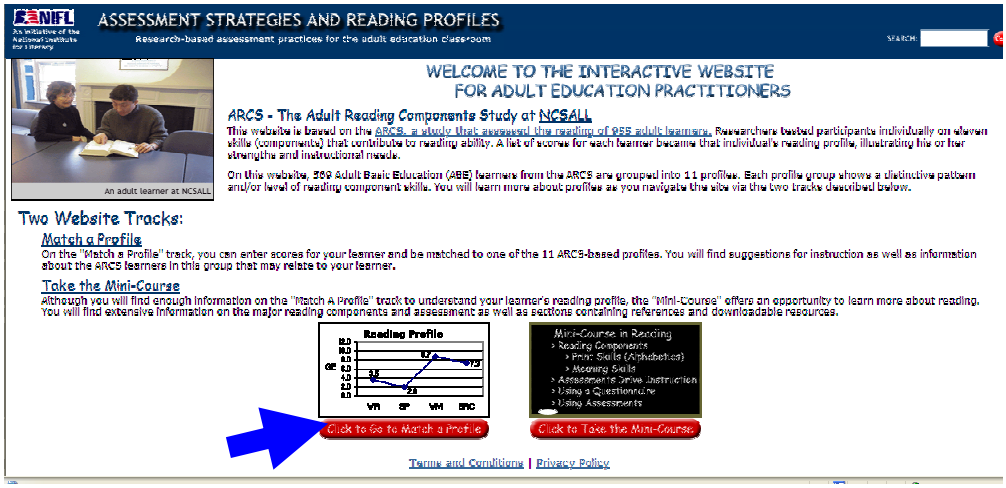
Handout

Assessment Strategies and Reading Profiles

This Web site, supported by the National Institute for Literacy, builds on the work of the Adult Reading Components Study (ARCS). The site provides a mini-course on assessment and instruction of reading components, tests and word lists that can be downloaded, and links to research. Additionally, the Web site offers the opportunity for instructors to match their own students' reading profiles with student profiles developed using ARCS data and to make instructional choices based on the information.

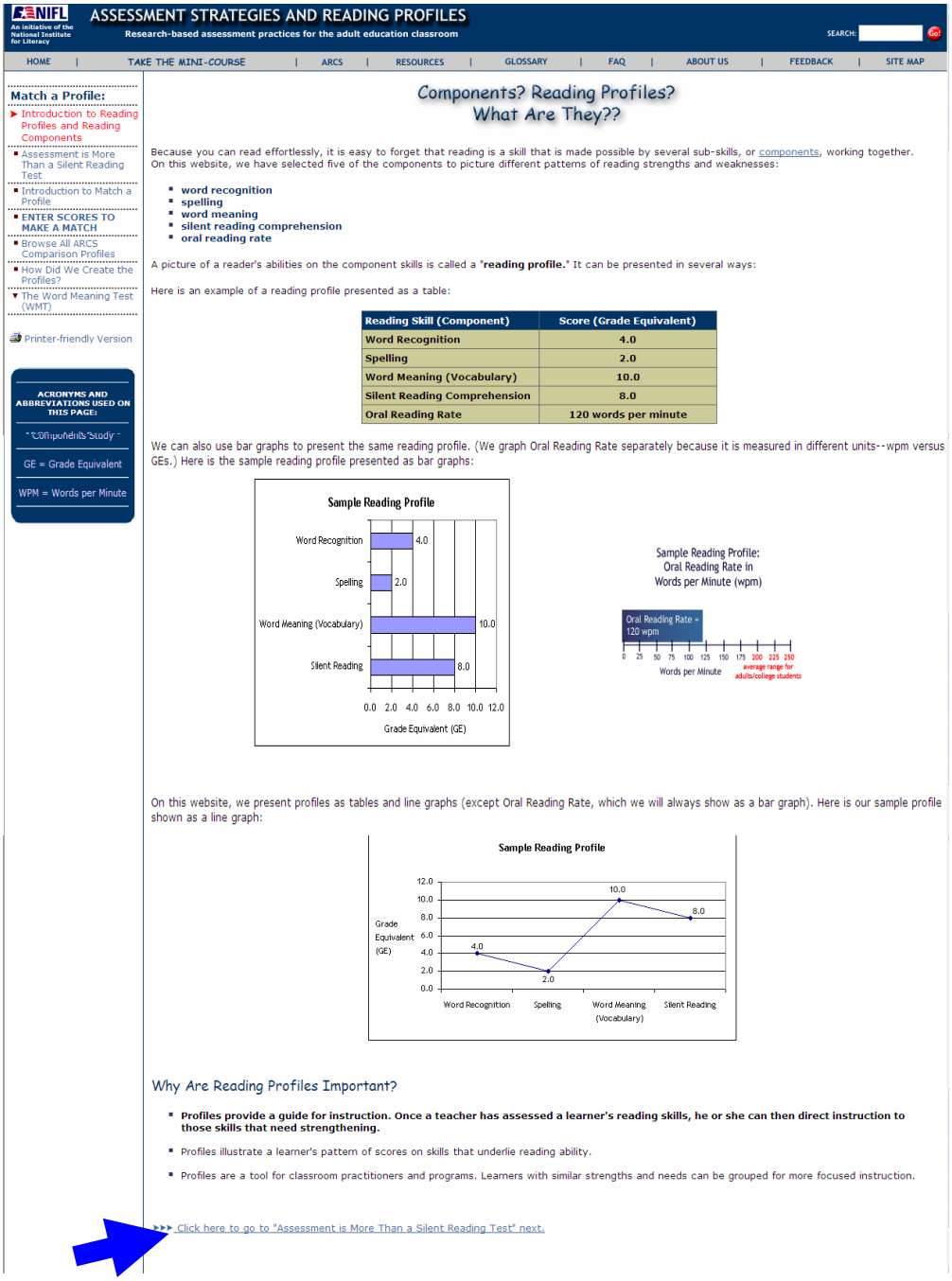
Go to www.nifl.gov/readingprofiles/. You should see the following page:



Read the information and feel free to explore any of the links on the page, usually underlined, blue font. When you are ready to go on, choose the button at the bottom that states, Click to Go to Match a Profile.

[Note: Later, you may want to come back to this page to try the other section of the Web site, "Take the Mini-Course." You access it by clicking on the other red button, "Click to Take the Mini-Course."]

You should see the following page, scrolling down to see all of the information.



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Match a Profile:

- Introduction to Reading Profiles and Reading Components
- Assessment is More Than a Silent Reading Test
- Introduction to Match a Profile
- **ENTER SCORES TO MAKE A MATCH**
- Browse All ARCS Comparison Profiles
- How Did We Create the Profiles?
- The Word Meaning Test (WMT)

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ACRONYMS AND ABBREVIATIONS USED ON THIS PAGE:

"Components" = Components
GE = Grade Equivalent
WPM = Words per Minute

Components? Reading Profiles? What Are They??

Because you can read effortlessly, it is easy to forget that reading is a skill that is made possible by several sub-skills, or components, working together. On this website, we have selected five of the components to picture different patterns of reading strengths and weaknesses:

- **word recognition**
- **spelling**
- **word meaning**
- **silent reading comprehension**
- **oral reading rate**

A picture of a reader's abilities on the component skills is called a "**reading profile.**" It can be presented in several ways:

Here is an example of a reading profile presented as a table:

Reading Skill (Component)	Score (Grade Equivalent)
Word Recognition	4.0
Spelling	2.0
Word Meaning (Vocabulary)	10.0
Silent Reading Comprehension	8.0
Oral Reading Rate	120 words per minute

We can also use bar graphs to present the same reading profile. (We graph Oral Reading Rate separately because it is measured in different units--wpm versus GEs.) Here is the sample reading profile presented as bar graphs:

On this website, we present profiles as tables and line graphs (except Oral Reading Rate, which we will always show as a bar graph). Here is our sample profile shown as a line graph:

Why Are Reading Profiles Important?

- **Profiles provide a guide for instruction. Once a teacher has assessed a learner's reading skills, he or she can then direct instruction to those skills that need strengthening.**
- Profiles illustrate a learner's pattern of scores on skills that underlie reading ability.
- Profiles are a tool for classroom practitioners and programs. Learners with similar strengths and needs can be grouped for more focused instruction.

>>> Click here to go to "Assessment is More Than a Silent Reading Test" next.

Read the information and feel free to explore any of the links on the page, usually underlined, blue font. Go on when you are ready by clicking on the text, Click here to go to "Assessment is More Than a Silent Reading Text" next.

You should see the following page, scrolling down to see all of the information.

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- ▼ The Word Meaning Test (WMT)

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ACRONYMS AND ABBREVIATIONS USED ON THIS PAGE:

ARCS = Adult Reading Components Study

DAR = Diagnostic Assessments of Reading

GE = Grade Equivalent

GED = General Educational Development Test

PDF = Portable Document Format

Assessment is More Than a Silent Reading Test

Reading profiles are useful tools for designing instruction for the learners in your classroom. Now we'll use three reading profiles to illustrate what is, perhaps, the most important principle on this site: **a silent reading score alone does not give you enough information about your learners' abilities to teach them effectively!**

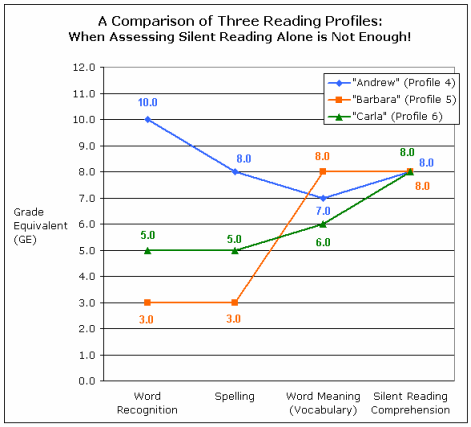
The three reading profiles given below are taken directly from the ARCS[RR] research; we have changed the names of the learners to protect their privacy.

First, here are the profiles in a table. All scores are given in grade equivalents (GE).

Reading Component	"Andrew"	"Barbara"	"Carla"
Silent Reading Comprehension	**8.0**	**8.0**	**8.0**
Word Recognition	10.0	3.0	5.0
Spelling	8.0	3.0	5.0
Word Meaning (Vocabulary)	7.0	8.0	6.0

As the table above shows, "Andrew," "Barbara," and "Carla" have **identical Silent Reading Comprehension scores of GE 8.0**, but they have different abilities on the other components. Each learner needs a different focus of instruction to become a better reader.

The line graph below can illustrate these learners' differing abilities:



Andrew is a native Spanish speaker whose pattern of scores shows good decoding ability with fairly even scores on the other components. His high Word Recognition score is typical of many literate native Spanish speakers. Because Spanish is perfectly phonetic, decoding is not difficult - all words are regular. Andrew, like other native Spanish readers, applied the same decoding process when learning to read English words. However, he also has learned sight words (nonphonetic words) and recognizes syllable patterns as shown in his high Spelling score. Andrew attended school in Mexico through the 12th grade, coming to the U.S. at age 20. Andrew, now 22, has made excellent progress in the two years that he has been learning English in the United States. Andrew needs to increase his English vocabulary through direct instruction and independent reading. He learns quickly and could be expected to pass the GED examination within a short time.

Barbara's pattern of scores shows a dyslexic's profile; there is a significant difference between her low scores on print skills (Word Recognition and Spelling) and higher scores on meaning skills (Word Meaning and Silent Reading Comprehension). Barbara, age 54 and a native speaker of English, has had a history of reading problems since the first grade. She left school after the 8th grade and has just begun attending reading classes in the past two years. Her vocabulary levels, both on the *DAR* Word Meaning subtest and on a test of listening vocabulary (the *Peabody Picture Vocabulary Test*) are high enough to support her present Silent Reading Comprehension level. However, unless she can learn to decode more difficult words, she will not be able to read with comprehension at a high school level. Her best hope for progress is with an individualized, sequential phonics program such as Lindamood or Wilson along with continued independent reading.

Carla's pattern of scores is also one of low print skills and higher meaning skills. However, the difference between these abilities is not significant and not unlike that of many adult intermediate readers. Carla, age 33, is a native speaker of English who left school after the 10th grade. She reports that she repeated the second grade but did not have trouble with reading in school. Her low print skills contradict her self report; other tests given in the ARCS show that Carla has poor word analysis skills and only a beginning reader's ability to isolate sounds of letters and syllables. She would benefit from a systematic approach aimed at filling in the gaps in her reading skills. Primarily she needs stronger print skills. A word analysis test such as Sylvia Greene's Informal Word Analysis Inventory (available on this website; click here for more information about this inventory) would indicate the letter combinations she has mastered and which need to be learned. Carla's is a profile of a reader with some reading disability but also with a need for wider vocabulary knowledge. She has attended a few other programs for short periods of time, raising issues of motivation and persistence that should be addressed.

Learning other facts about a reader's language and educational history is part of a diagnostic assessment. Information about Andrew, Barbara and Carla, beyond what can be learned from their reading skills profiles, comes from other ARCS tests and from their ARCS questionnaires. Each participant in the ARCS was given a lengthy questionnaire about their educational, linguistic, family, and health history. A shortened version of the ARCS questionnaire can be downloaded from this website as a PDF file.

➤➤➤Click here to go to the "Introduction to Match a Profile" next.

Read the information and feel free to explore any of the links on the page, usually underlined, blue font. Go on when you are ready by clicking on the text, Click here to go to the “Introduction to Match a Profile” next.

You should see the following page, scrolling down to see all of the information.

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- **ENTER SCORES TO MAKE A MATCH**
- Browse All ARCS Comparison Profiles
- How Did We Create the Profiles?
- The Word Meaning Test (WMT)

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ACRONYMS AND THIS PAGE:

ARCS = Adult Reading Components Study

DAR = Diagnostic Assessments of Reading

GE = Grade Equivalent

SORT = Slosson Oral Reading Test

TABE = Test of Adult Basic Education

Introduction to Match a Profile

This is the interactive section of the website in which you can match your learner's reading profile to one of eleven research-based profiles we developed from the ARCS.[RR]

What You Will Need to Make a Match:

You must have five scores for your learner in order to make a match:

- Word Recognition--as a Grade Equivalent (GE)
- Spelling--as a GE
- Word Meaning--as a GE
- Silent Reading Comprehension--as a GE
- Oral Reading Rate--as Words per Minute (wpm)

We chose these components because they are major determinants of reading ability and because tests for them are usually available. Here are some tips on how to get these scores for your learners if you don't already have them:

- **Word Recognition:** Does your program use a word recognition test, such as the *Slosson Oral Reading Test (SORT)*, for placement? If so, please use that GE score. Or, do you use tests such as the Wide Range Achievement Test (WRAT) or the Woodock-Johnson battery? If so, you can use their word recognition subtests. If not, you can check with your local K-12 schools; many will have graded word lists that you can use. Or, click here to see three references to the San Diego Quick Assessment List, which you can also use.
- **Spelling:** If your program uses the *TABE*, you can give its Spelling assessment. You can also use the spelling subtest of either the WRAT or the Woodcock-Johnson battery. If none of these is an option, you can check with your local K-12 schools for lists from their spelling programs. If you cannot find graded spelling lists, you can test your learner on a few words from the word recognition list you used. There are very few learners who spell at or above their word recognition level so start with words at their word recognition GE, or one or two GE levels below. Proceed up or down the word recognition list untill they can correctly spell at least three words on a list. The GE you decide to enter will be an approximation of the learner's spelling mastery.
- **Word Meaning**: We have developed a word meaning test and put it on this website for you to download and use. Click here to learn more about this **free** *Word Meaning Test.*
- **Silent Reading Comprehension:** Your program should already have a silent reading comprehension test score for each learner.
- **Oral Reading Rate:** Click here to see how to calculate your learner's Oral Reading Rate.

A Video of Diagnostic Testing of Four Reading Sub-Skills illustrating that:

- Diagnostic testing can inform the learner as well as the teacher.
- Diagnostic testing can be a very positive and supportive experience for the adult learner.

Choose your format:

- Real Player for 56/100k connection
- Real Audio
- Windows Media Player for 56/100k connection
- Windows Audio

Which Tests Did We Use to Create the Research-based Profiles?

Please note that the eleven research-based profiles we developed were based on scores from the *Diagnostic Assessments of Reading (DAR)*, which is constructed around graded passages or word lists for each required component.

Above, we have given you some tips on how to get test scores for your learners, but you can use any tests that give you the required scores in GEs. Keep in mind, however, that **the more your tests are like the tests we used, the better the match will be**. Here are brief descriptions of the *DAR* subtests, so you can see if the tests you use are similar.

- The *DAR* Silent Reading Comprehension subtest is a multiple choice test with a generous time limit.
- The *DAR* Word Meaning subtest is an oral vocabulary test. Examiners read a word aloud and the learner tells what that word means. The learner is not required to read in order to give meanings.
- The *DAR* Word Recognition subtest requires learners to read aloud from graded lists of ten words each.
- For the *DAR* Spelling subtest, learners write a word dictated by the examiner.
- To determine Oral Reading Rate, learners are timed as they **re**-read aloud a passage at their independent reading grade level.

Make a Match!

>>> If you have the five required scores for your learner, click here to make a match!

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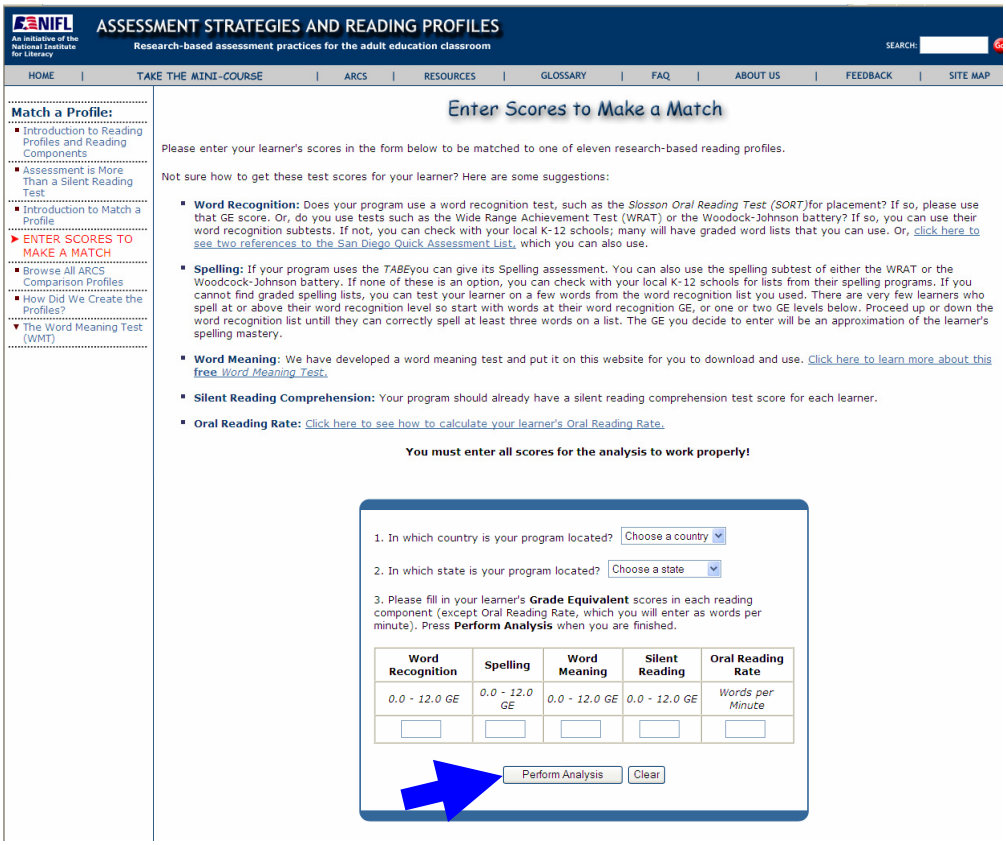
Read the information and feel free to explore any of the links on the page, usually underlined, blue font. Go on when you are ready by clicking on the text, click here to make a match!

You should see the following page, scrolling down to see all of the information.



Read the information and feel free to explore any of the links on the page, usually underlined, blue font. This page and its related links provide you with information on the assessment tools to use and their related scores. You were asked to bring student assessment data for a student with whom you work. That's the data that you will want to enter in the box at the bottom of the page. Make sure that you answer all the questions before clicking on the button, Perform Analysis.

[Note: If you forgot to bring Student Assessment Data, use the following scores on Handout 2, Student Assessment Data.]

You should see a page that is similar to the one on this and the next page. Remember to scroll down to see all of the information.

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Match a Profile:
- Introduction to Reading Profiles and Reading Components
- Assessment is More Than a Silent Reading Test
- Introduction to Match a Profile
- **ENTER SCORES TO MAKE A MATCH**
  - You've matched Profile 7
- Browse All ARCS Comparison Profiles
- How Did We Create the Profiles?
- The Word Meaning Test (WMT)

ACRONYMS AND ABBREVIATIONS USED ON THIS PAGE:

ARCS = Adult Reading Components Study

DAR = Diagnostic Assessments of Reading

GE = Grade Equivalent

WPM = Words Per Minute

The scores you entered most closely match Profile 7, one of the three profiles in the Low Intermediate Group.

Profile 7: "HIGH PRINT SKILLS (ALPHABETICS)"

Low Intermediate Group - Silent Reading GE 3-5

First, here are the scores you entered:

Word Recognition	Spelling	Word Meaning (Vocabulary)	Silent Reading	Oral Reading Rate (wpm)
8.9	5.5	4.3	5.2	45

Profile Description Menu
- Your Learner's Profile and the Description of the ARCS Comparison Profile 7
- Suggestions for Instruction for Profile 7 Learners
- Additional Profile 7 Information from the Research
- Comparison of the Three Profiles in the Low Intermediate Group
- Return to Analysis Page to Enter a New Set of Scores

Your Learner's Profile and the Description of the ARCS Comparison Profile 7

- ARCS Comparison Profile 7 is part of the Low Intermediate Group. The Low Intermediate Group is made up of three profiles (7 - 9) whose members scored between Grade Equivalent (GE) 3-5 on the *DAR* Silent Reading Comprehension subtest.
- Their print skills (alphabetics) (Word Recognition and Spelling) are significantly higher than their meaning skills (Word Meaning and Comprehension).

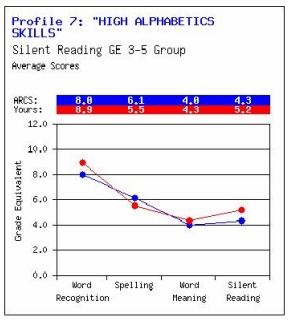
Average Scores

Averages for this group on the five reading components are shown in the table below. You will also see a line graph with your learner's profile and the Profile 7 averages. In both cases (the table and the line graph), all scores except oral reading rate are given in GE. We explain Oral Reading Rate farther down this page--keep scrolling!

Just as each component has its own average score based on its particular range of learners' scores, each component also has its own range of lowest scores. The scores given in the "Start of Lowest Range" column mark the **BEGINNING** of the lowest range for each component. Learners who score below this GE are those performing in the lowest 15% of the group on that component.

Profile 7: "HIGH ALPHABETICS SKILLS"

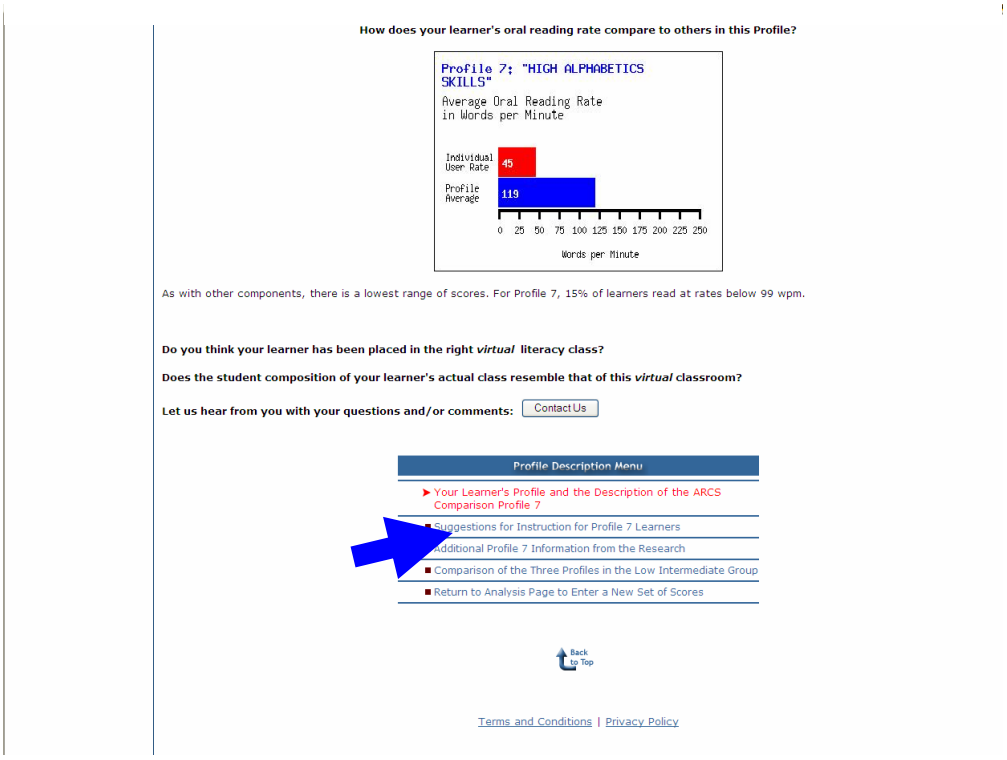
Reading Component	Average Score	Your Learner's Score	Start of Lowest Range
Word Recognition	4.0	8.9	6.0
Spelling	3.3	5.5	4.0
Word Meaning (Vocabulary)	6.4	4.3	2.0
Silent Reading Comprehension	4.3	5.2	4.0
Oral Reading Rate (words per minute)	119	45	85



Oral Reading Rate

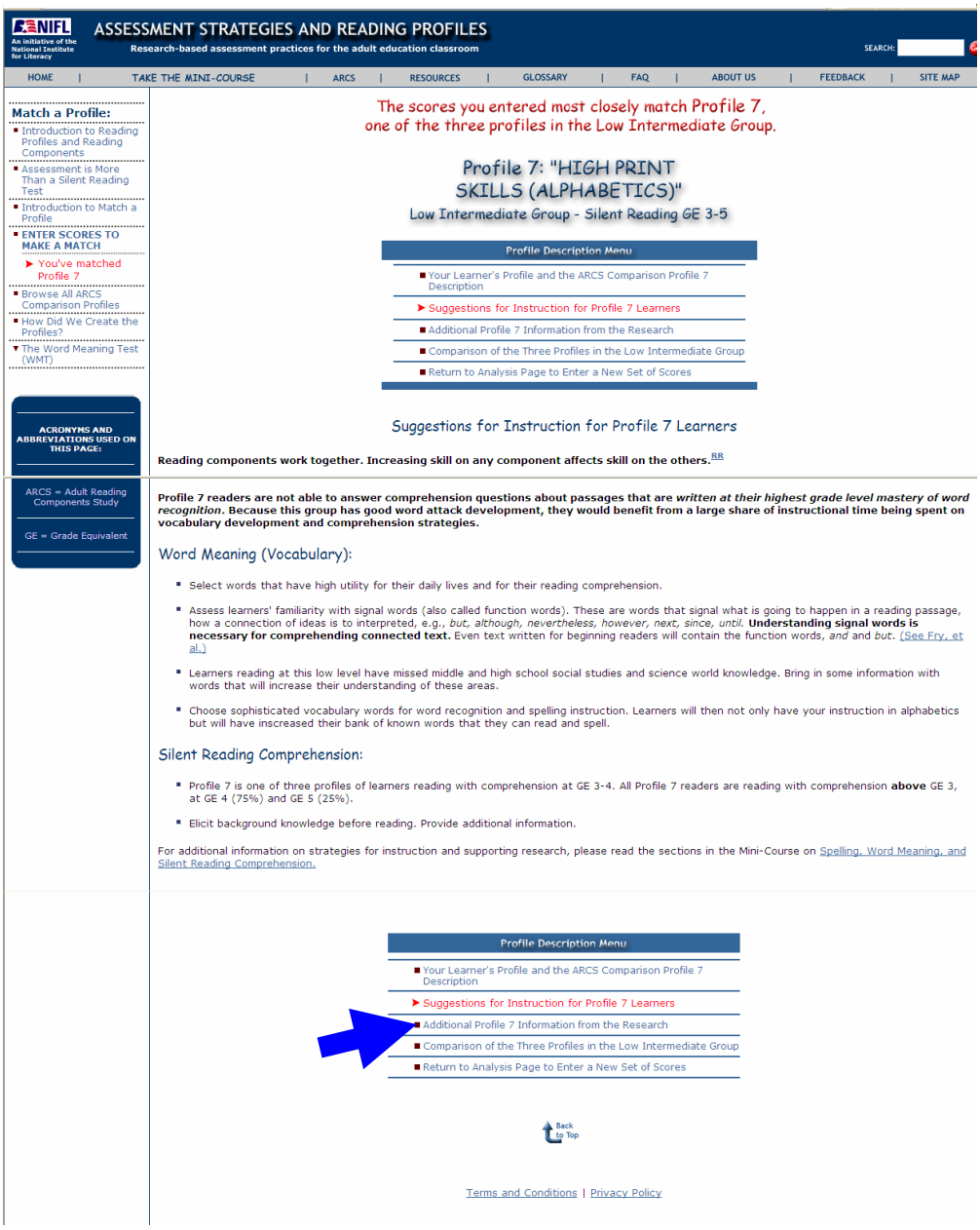
On the bar graph below, **your learner's oral reading rate is shown in red.** The **average oral reading rate for Profile 7 members is shown in blue.**

Please keep in mind "... that adults and college students [have] an average *Maximum Oral Reading Rate* (reading aloud [accurately] as fast as possible) of about 200 - 250 WPM."[RR]



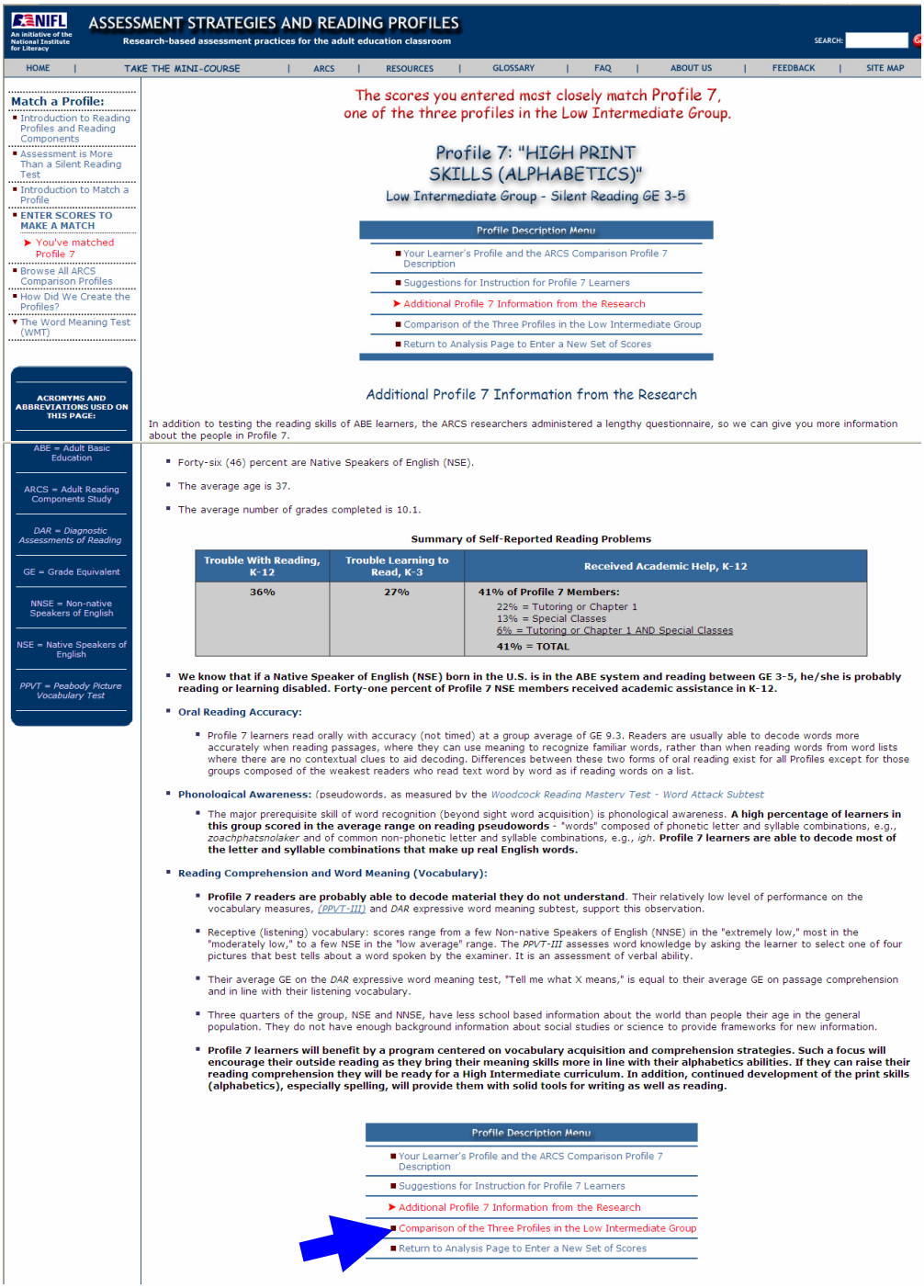
Read the information and feel free to explore any of the links on the page, usually underlined, blue font. Go on when you are ready by clicking on the text, Suggestions for Instruction for Profile *X* Learners.

You should see a page that is similar to this one. Remember to scroll down to see all of the information.



Read the information and feel free to explore any of the links on the page, usually underlined, blue font. Go on when you are ready by clicking on the text, Additional Profile *X* Information from the Research.

You should see a page that is similar to this one. Remember to scroll down to see all of the information.



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- Introduction to Match a Profile
- **ENTER SCORES TO MAKE A MATCH**
  - ➤ You've matched Profile 7
- Browse All ARCS Comparison Profiles
- How Did We Create the Profiles?
- The Word Meaning Test (WMT)

ACRONYMS AND ABBREVIATIONS USED ON THIS PAGE:

ABE = Adult Basic Education

ARCS = Adult Reading Components Study

DAR = Diagnostic Assessments of Reading

GE = Grade Equivalent

NNSE = Non-native Speakers of English

NSE = Native Speakers of English

PPVT = Peabody Picture Vocabulary Test

The scores you entered most closely match Profile 7, one of the three profiles in the Low Intermediate Group.

Profile 7: "HIGH PRINT SKILLS (ALPHABETICS)"

Low Intermediate Group - Silent Reading GE 3-5

Profile Description Menu

- Your Learner's Profile and the ARCS Comparison Profile 7 Description
- Suggestions for Instruction for Profile 7 Learners
- ➤ Additional Profile 7 Information from the Research
- Comparison of the Three Profiles in the Low Intermediate Group
- Return to Analysis Page to Enter a New Set of Scores

Additional Profile 7 Information from the Research

In addition to testing the reading skills of ABE learners, the ARCS researchers administered a lengthy questionnaire, so we can give you more information about the people in Profile 7.

- Forty-six (46) percent are Native Speakers of English (NSE).
- The average age is 37.
- The average number of grades completed is 10.1.

Summary of Self-Reported Reading Problems

Trouble With Reading, K-12	Trouble Learning to Read, K-3	Received Academic Help, K-12
36%	27%	**41% of Profile 7 Members:** 22% = Tutoring or Chapter 1 13% = Special Classes 6% = Tutoring or Chapter 1 AND Special Classes **41% = TOTAL**

- **We know that if a Native Speaker of English (NSE) born in the U.S. is in the ABE system and reading between GE 3-5, he/she is probably reading or learning disabled. Forty-one percent of Profile 7 NSE members received academic assistance in K-12.**
- **Oral Reading Accuracy:**
  - Profile 7 learners read orally with accuracy (not timed) at a group average of GE 9.3. Readers are usually able to decode words more accurately when reading passages, where they can use meaning to recognize familiar words, rather than when reading words from word lists where there are no contextual clues to aid decoding. Differences between these two forms of oral reading exist for all Profiles except for those groups composed of the weakest readers who read text word by word as if reading words on a list.
- **Phonological Awareness:** (pseudowords, as measured by the *Woodcock Reading Mastery Test - Word Attack Subtest*
  - The major prerequisite skill of word recognition (beyond sight word acquisition) is phonological awareness. **A high percentage of learners in this group scored in the average range on reading pseudowords** - "words" composed of phonetic letter and syllable combinations, e.g., *zoachphatsnolaker* and of common non-phonetic letter and syllable combinations, e.g., *igh*. **Profile 7 learners are able to decode most of the letter and syllable combinations that make up real English words.**
- **Reading Comprehension and Word Meaning (Vocabulary):**
  - **Profile 7 readers are probably able to decode material they do not understand**. Their relatively low level of performance on the vocabulary measures, *(PPVT-III)* and *DAR* expressive word meaning subtest, support this observation.
  - Receptive (listening) vocabulary: scores range from a few Non-native Speakers of English (NNSE) in the "extremely low," most in the "moderately low," to a few NSE in the "low average" range. The *PPVT-III* assesses word knowledge by asking the learner to select one of four pictures that best tells about a word spoken by the examiner. It is an assessment of verbal ability.
  - Their average GE on the *DAR* expressive word meaning test, "Tell me what X means," is equal to their average GE on passage comprehension and in line with their listening vocabulary.
  - Three quarters of the group, NSE and NNSE, have less school based information about the world than people their age in the general population. They do not have enough background information about social studies or science to provide frameworks for new information.
  - **Profile 7 learners will benefit by a program centered on vocabulary acquisition and comprehension strategies. Such a focus will encourage their outside reading as they bring their meaning skills more in line with their alphabetics abilities. If they can raise their reading comprehension they will be ready for a High Intermediate curriculum. In addition, continued development of the print skills (alphabetics), especially spelling, will provide them with solid tools for writing as well as reading.**

Profile Description Menu

- Your Learner's Profile and the ARCS Comparison Profile 7 Description
- Suggestions for Instruction for Profile 7 Learners
- ➤ Additional Profile 7 Information from the Research
- Comparison of the Three Profiles in the Low Intermediate Group
- Return to Analysis Page to Enter a New Set of Scores

Read the information and feel free to explore any of the links on the page, usually underlined, blue font. Go on when you are ready by clicking on the text, Comparison of the Three Profiles in the *X* Group.

You should see a page that is similar to this one. Remember to scroll down to see all of the information.

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- ENTER SCORES TO MAKE A MATCH
  - Comparison of the Low Intermediate Group (Profiles 7-9)
- Browse All ARCS Comparison Profiles
- How Did We Create the Profiles?
- The Word Meaning Test (WMT)

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ACRONYMS AND ABBREVIATIONS USED ON THIS PAGE:

GE = Grade Equivalent

NNSE = Non-native Speakers of English

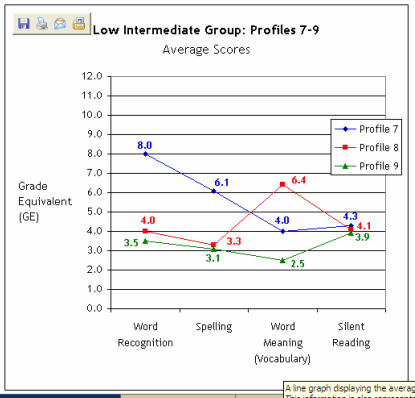
NSE = Native Speakers of English

Comparison of the Low Intermediate Group Profiles

Silent Reading GE 3-5

All members of Profiles 7-9 have silent reading comprehension scores between GE 3 and 5. This page compares these profiles using the information presented in the line graph and tables below. Both the line graph and the table beneath it present the average scores of Profiles 7-9.

All three patterns of reading strengths can be found in Silent Reading GE 6-8 classrooms.



A line graph displaying the average scores for Profiles 7-9. This information is also represented in the table below.

Reading Component	Profile 7	Profile 8	Profile 9
Word Recognition	8.0	4.0	3.5
Spelling	6.1	3.3	3.1
Word Meaning (Vocabulary)	4.0	6.4	2.5
Silent Reading	4.3	4.1	3.9
Oral Reading Rate	119 wpm	115 wpm	118 wpm

Profile 7 (blue) and **Profile 8 (red)** have opposite strengths; **Profile 7** has stronger print than meaning skills while **Profile 8** readers show their strength to be the opposite - stronger meaning (word meaning) than print abilities.

Profile 7 has a large number of non-native speakers of English (NNSE) which accounts for the lower word meaning average. NNSE have fewer words and may not know them in isolation well enough to express their meanings but may understand them in supporting connected text. Because they have moderately strong decoding skills, we can expect this group to progress well. They have the tools to decode words and will be able to read more advanced text if they receive vocabulary and comprehension strategy instruction.

Profile 8 is 75% native speakers of English (NSE). Although they know the meanings of words in intermediate level text, they do not know how to decode them. They need much more instruction and practice in word analysis and recognition.

Profile 9 (green)at lower GEs, has a similar shape to **Profile 7** but it does not have the big difference between print and meaning skills as seen in **Profile 7**. These readers are low across all components.

The background information for each profile given below supports the test scores seen in the graph above. Readers in the two profiles with the poorest print skills, **8** and **9**give histories of reading problems in K-12 with a very large percentage reporting itrouble with initial reading acquisition. They also report a greater number of blood relations to have had reading problems.

Some Key Background Information

Profile	Average Age	K-12 Reading Problems	Reading Problems Manifested Early, Grades 1-3	Others in Family Had Trouble With Reading	Hearing Problems
7	34	36%	27%	22%	9%
8	37	70%	37%	40%	16%
9	34	45%	28%	26%	4%

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Read the information and feel free to explore any of the links on the page, usually underlined, blue font. This concludes the Match a Profile Track of the Web site.

Handout

Student Assessment Data

If you did not bring student assessment data for a student with you whom you work, use the following scores:

Word Recognition:	GE 8.9
Spelling:	GE 3.6
Word Meaning:	GE 7.2
Silent Reading Comprehension:	GE 5.2
Oral Reading Rate:	45 WPM

GE: grade equivalent

WPM: words per minute

Handout

Sample Instructional Plan

Student Name: **Date:**

Learning objective(s):

Print Skills	**Activities**	**Materials and Resources**
• **Phonemics:**		
• **Word Recognition** ○ **Sight Words** ○ **Word Analysis**		
• **Spelling**		
• **Reading Rate and Fluency**		

Sample Instructional Plan (continued)

Meaning Skills	Activities	Materials and Resources
• Word Meaning		
• Background Knowledge		
• Silent Reading Comprehension		

Homework:
Student Comments:
Instructor Notes:

Information About NCSALL

NCSALL's Mission

NCSALL's purpose is to improve practice in educational programs that serve adults with limited literacy and English language skills, and those without a high school diploma. NCSALL is meeting this purpose through basic and applied research, dissemination of research findings, and leadership within the field of adult learning and literacy.

NCSALL is a collaborative effort among the Harvard Graduate School of Education, World Education, The Center for Literacy Studies at The University of Tennessee, Rutgers University, and Portland State University. NCSALL is funded by the U.S. Department of Education through its Institute of Education Sciences (formerly Office of Educational Research and Improvement).

NCSALL's Research Projects

The goal of NCSALL's research is to provide information that is used to improve practice in programs that offer adult basic education (ABE), English for Speakers of Other Languages (ESOL), and adult secondary education services. In pursuit of this goal, NCSALL has undertaken research projects in four areas: (1) student motivation, (2) instructional practice and the teaching/learning interaction, (3) staff development, and (4) assessment.

Dissemination Initiative

NCSALL's dissemination initiative focuses on ensuring that practitioners, administrators, policymakers, and scholars of adult education can access, understand, judge, and use research findings. NCSALL publishes *Focus on Basics*, a quarterly magazine for practitioners*; Focus on Policy,* a twice-yearly magazine for policymakers; *Review of Adult Learning and Literacy,* an annual scholarly review of major issues, current research, and best practices; and *NCSALL Reports* and *Occasional Papers*, periodic publications of research reports and articles. In addition, NCSALL sponsors the Connecting Practice, Policy, and Research Initiative, designed to help practitioners and policymakers apply findings from research in their instructional settings and programs.

For more information about NCSALL, to download free copies of our publications, or to purchase bound copies, please visit our Web site at:

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