

Predictive Assessment of Reading (PAR) Family Report

Student's Name: Ollie Douglas

Teacher: a2c1 Teacher

Grade Level: Pre-kindergarten

Assessment Date: 12/02/2013

The Predictive Assessment of Reading (PAR) is a screening assessment that is used to identify how well a student is predicted to read and if that student will experience difficulty with a specific area of reading. Each of these aspects of reading is described below.

Phonemic Awareness (P)	Phonemic awareness is the ability to hear, identify, and change individual sounds in words. It is one of the building blocks for later phonics instruction. During the PAR assessment, your child may be asked to identify words that have the same first sound or to remove a sound from a word. For example, your child may be asked if the /k/sound in the word cat was removed, what word would be left? (at)
Vocabulary (V)	Vocabulary refers to understanding the meaning of specific words in order to participate in conversations and to understand what is read. During the PAR assessment, your child was asked to identify pictures of objects. For example, the first object was similar to a bird and the final objects are similar to a picture of a national landmark.
Single Letter/Word Reading (W)	This section of the PAR includes letters and words that your child is asked to read within 15 seconds. The words get increasingly more difficult. The first word from the assessment is similar to the word go. The last word is similar to the word indirectly.
Fluency (F)	Reading fluency refers to the ability to read words smoothly. There is a strong relationship between fluency and your child's ability to comprehend what is read. In this section of the PAR, your child is asked to quickly name several objects, numbers, or letters. These results are used to predict reading fluency.

The PAR assessment can also be used by a teacher to decide which type of instruction is most appropriate for your child. Based on the results, a teacher may decide to plan the following types of instruction:

- whole group instruction (4),
- both small group and whole group instruction, (3),
- extra small group instruction at school and in other settings (2)
- or suggest more intense, one to one instruction (1).

Children with a code of OK are reading at grade level and will continue to benefit from whole class instruction. An H, HH, or HHH inside the bracket next to the OK Code indicates a child is reading one grade level (H), two grade levels (HH), or three grade levels (HHH) above their current grade placement.

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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)	Ollie 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>