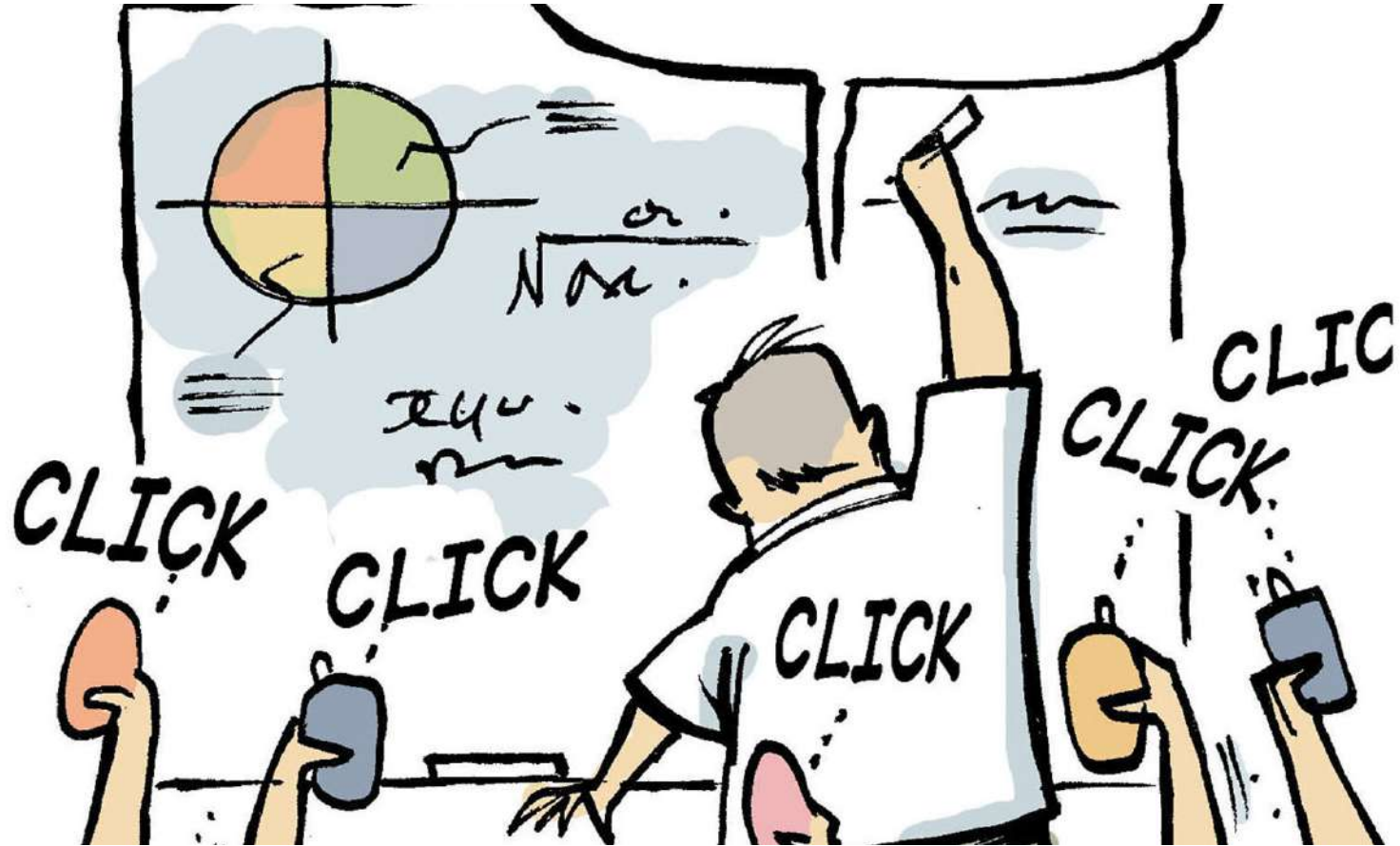


Canadian Adult Reading Assessment (CARA)

© Dr. Pat Campbell

Assessment for What?



Purposes of CARA

1. Placement

Determines student's *instructional*, *independent* and *frustration* reading levels

2. Inform instruction

Identifies reading patterns, enabling educators to choose effective reading strategies

3. Measure progress

Provides parallel forms, enabling administration of pre- and post-tests

Community Adult Literacy Benchmark Crosswalk

Reading					Writing					Oral Communication						
Foundations (K-12 Adult)	Adult Literacy Fundamental English (ABE)	Community Adult Literacy Benchmarks	Essential Skills	Canadian Language Benchmarks	Foundations (K-12 Adult)	Adult Literacy Fundamental English (ABE)	Community Adult Literacy Benchmarks	Essential Skills	Canadian Language Benchmarks	Foundations (K-12 Adult)	Adult Literacy Fundamental English (ABE)	Community Adult Literacy Benchmarks	Essential Skills	Canadian Language Benchmarks		
Reading & Viewing	Reading & Viewing	Reading & Viewing	Reading	Reading	Writing & Representing	Writing & Representing	Writing & Representing	Writing	Writing	Oral Language & Speaking	Oral Language & Speaking	Oral Language & Speaking	Oral Communication	Listening & Speaking		
8	6	4	2	6	8	6	4	2	7	8	*Distinguish between conversation and more formal spoken English *Give concise oral instructions *Give short talk *Deal with minor conflict *Give and receive help *Attend to and participate in group discussions *Communicate respectfully *Ask for help when needed	4	2	8		
7				5	7				5	6				7	7	
6	5	3	1	4	6	4	3	1	5	5		3	3	6		
5	4			5	3	5			5							
4	3	2		3	4	4	2		4	4		4	2	2	1	5
3	2			3	3					3		3				
2	1	1		Pre, 1 & 2	2	2	2		1	Pre, 1 - 3		2	2	1	1	Pre, 1-4
1					1	1					1	1				

CARA and CALB Levels

CARA	Community Adult Literacy Benchmarks
Levels 1 - 2	1
Levels 3 - 4	2
Levels 5 - 6	3
Level 7	4

- CARA is comprised of a graded word list and 49 passages and comprehension questions.

Development

WORD LISTS

- Word lists chosen from existing Informal Reading Inventories (IRIs).
- Constructed nine levels, using the *Word Frequency Book*.
- Conducted a pilot with 46 students to determine relationship between performance on word lists and graded reading passages.

Development

GRADED PASSAGES AND QUESTIONS

- Established 24 student focus groups across Canada to determine reading interests. Each focus group reflected jurisdiction's demographics.
- Hired six people to write 100 passages reflecting interests.
- Chose 54 passages based on interest level, readability, cohesion, and style.
- Wrote a set of inferential and factual questions for each passage.

Pilot #1

Sample size: 216 ABE students

Purpose:

- To determine passage dependency of the comprehension questions

Pilot #2

Sample size: 962 ABE students

The purpose was to determine:

- the difficulty of the comprehension questions
- acceptable responses for each inference question
- whether any of the passages were too easy or difficult

Pilot #3

Sample size: 359 ABE students

The purpose was to determine:

- whether a student's performance was consistent if he/she read a set of narrative passages (fiction) or a set of informational passages (non-fiction) at the same level
- the degree of difficulty of the revised comprehension questions

Administering CARA

- Let the student know who will have access to their assessment results
- Share the purpose and nature of the assessment with the student
- Reassure the student that this is not a “pass/fail” test
- Ask the student if they have any idea about their current reading level

How to administer CARA

1. Determine **the purpose** of the assessment: placement or to inform instruction.
2. Photocopy the instructor's manual.
3. Administer graded word lists and **determine entry level**
4. Ask student to **choose a passage** and **read it silently**.
Ask student to **read it orally** and **record miscues**, if necessary.
5. Take away manual and **ask comprehension questions**.
Score questions.
6. **Repeat** process until frustration level is reached.

1

which ✓

around ✓

mother ✓

something ✓

thought ✓

children ✓

our ✓

because ✓

every ✓

could ✓

100%

2

since ✓

ocean ✓

between ✓

everyone anyone

friend ✓

beautiful ✓

kitchen ✓

question ✓

eight ✓

waited wait

80%

3

neighbour ✓

frightened ✓

exclaimed ✓

chief ✓

farming ✓

obey DK

removed remove

serious DK

prepared prepare

alarm ✓

60%

Word List Scores

Word List Scores

Level 2: 100%

Level 3: 80%

Level 4: 90%

Level 5: 70%

Level 1: 100%

Level 2: 100%

Level 3: 80%

Level 4: 80%

Level 5: 80%

Level 6: 50%

What is each student's entry level?

Working with graded passages

- The Polar Bear
- The Piano Lesson
- Beaver Lodges

The Polar Bear

- Read the story
- Mark the student's responses to the comprehension questions.
- Score each question with a 0, $\frac{1}{2}$ or 1

COMPREHENSION

- (F) Where do polar bears get most of their food from? *(the ocean)*

The ocean

- (F) What keeps the polar bear warm?
(blubber; hair on the bottom of their feet; inner layer of fur; two layers of fur - 1 out of 4)

2 layers of fur
hair on bottom of feet

- (F) Name two things that help to keep the polar bear dry. *(inner layer of fur; oil in their hair; oil in their skin - 2 out of 3)*

Oil in their skin

- (F) What are two purposes for the hair on the bottom of their feet. *(it keeps them warm and it keeps them from slipping on ice and snow)*

Keeps them from slipping

- (I) What do you think protects the polar bear from hunters? *(their white coat)*

White coat

- (I) What do you think makes a polar bear different from all other bears? *(it has hair on the bottom of its feet; they are white; need to live in cold weather - 1 out of 3)*

hair on bottom of feet

- (I) In what way is a polar bear like a duck? *(it has webbed feet; it has webs between its toes; it has oil to make skin waterproof - 1 out of 3)*

it likes water

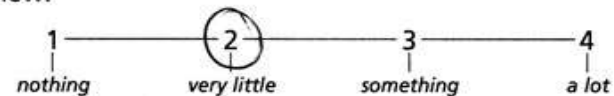
READING LEVEL

Independent	Instructional	Frustration
6 ½ - 7 points	4 ½ - 6 points	4 points or less

PRIOR KNOWLEDGE

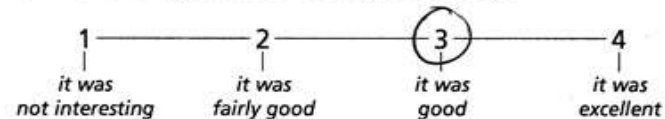
How much did you know about polar bears before reading this story?

I knew:



LEVEL OF INTEREST

How much did you like reading this story?



The Piano Lesson

- Read the story
- Mark the student's responses to the comprehension questions.
- Score each question with a 0, $\frac{1}{2}$ or 1

COMPREHENSION

- (F) Why did Joe buy the piano? (*he thought he could sell it for ten times as much; he wanted to sell it - 1 out of 2*)
he wanted to sell it
- (F) How many weeks did it take for the piano to arrive? (*six*)
six
- (I) What should have made Joe suspicious when he read the ad? (*there was no phone number or street address; there was no description of the piano; the price of the piano was too low - 1 out of 3*)
the price was too low
- (I) What are two words you would use to describe the owners of the piano company? (*cons; crooks; dishonest; clever, liars, crafty; slick; fraudulent; swindlers - 2 out of 9*)
Crooks and Thieves
- (I) What do you think Joe should have done before he purchased the piano? Name two things. (*phoned the piano company for more information; written the piano company for more information; phoned the Better Business Bureau; gone to see the piano - 2 out of 4*)
gone to the police
- (I) Why do you think the piano company used a postbox number instead of a street address? (*the owners of the company didn't want people to find them*)

- (F) How did Joe feel after he received the piano and found out there was no record of the piano company? Name two feelings. (*sad and mad*)
bad and stupid
- (F) Joe learned a big lesson. What was it? (*some things are too good to be true*)

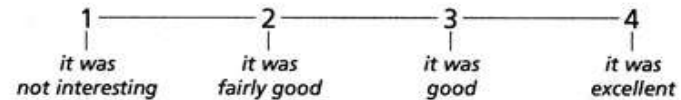
Some things are too good to be true

READING LEVEL

Independent	Instructional	Frustration
7 ½ - 8 points	5 ½ - 7 points	5 points or less

LEVEL OF INTEREST

How much did you like reading this story?



They didn't want people to find them

Beaver Lodges

- Read the story
- Mark the student's responses to the comprehension questions.
- Score each question with a 0, $\frac{1}{2}$ or 1

COMPREHENSION

- ___ (F) Name three places where beavers build lodges. *(in lakes; in rivers; in ponds; in streams - 3 out of 4)*
in lakes and rivers
- ___ (F) Why do beavers sometimes construct dams? *(to maintain a water supply; to protect the beaver lodge - 1 out of 2)*
to do with water level
- ___ (F) What does a beaver do if a newly felled tree is a long way from its dam or lodge? *(it floats the log to the building site; builds canals to let the log float freely - 1 out of 2)*
pulls it to destination with teeth and paws
- ___ (F) Name four materials that are used to build the lodge. *(logs; branches; grass; debris; mud; trees - 4 out of 6)*
branches, mud, straw
- ___ (F) What is the purpose of the chimney? *(it lets air flow in and out of the lodge)*
lets air flow in and out
- ___ (I) Name two parts of the lodge that are visible to the human eye. *(the roof; the chimney; the living room - 2 out of 3)*
branches
- ___ (F) What is a colony? *(many families who live together)*
many families living together
- ___ (F) Who occupies each lodge? *(an adult pair and kits and yearlings - ask "What else?" if the*

student only provides a partial response)

- beaver and young ones*
- ___ (I) What is the difference between a kit and a yearling? *(a kit is younger; a yearling is older - 1 out of 2)*
a yearling is older
- ___ (I) What word would you use to describe what the beaver is like? *(hardworking; industrious; busy; determined; protective - 1 out of 5)*
mysterious

READING LEVEL

Independent	Instructional	Frustration
9 ½ - 10 points	7 - 9 points	6 ½ points or less

PRIOR KNOWLEDGE

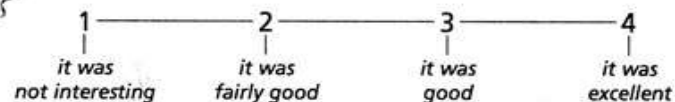
How much did you know about beaver lodges before reading this passage?

I knew:



LEVEL OF INTEREST

How much did you like reading this passage?



Diagnostic Assessment

- What type of miscues have you observed when students read out loud?
- Why do students make these miscues?
- How can these miscues inform instruction?

Types of Miscues

- Substitution
- Pronunciation
- Omission
- Addition
- Repetition
- Self-correction

Substitution

colory

A bee colony is made up of three different types of bees.

could

Some people caught salmon.

Pronunciation

P

She showed him a ring and a watch.

Omission

He had on a winter hat of some sort
and a scarf.

They can get HIV when they
needle
share needles.

Addition

was beating

Her heart beat faster as she ran

^

back to the light switch.

Repetition

She went into the pawn shop.

Self-correction

 crawling ✓

These guys were crawling around
the place for two years..

The cop said, “Did you do it?” Ted just looked at him. Then the cop said, “Where did you dump the body?” Ted just kept looking at him. “We know you did it,” said the cop. “Your friend told us.” Ted just looked at the cop. Ted thought, “Dumb cop. Cops are so dumb.” Then the cop turned off the tape recorder. “Get out!” he yelled. “Get out of here!” Ted laughed at the cop. He laughed because he knew he would get away with it.

says

look

big

The cop said, "Did you do it?" Ted just looked at him. Then the cop said,

^

do

drop

keep

"Where did you dump the body?" Ted just kept looking at him. "We

friends

know you did it," said the cop. "Your friend told us." Ted just looked at

him ✓

cops

the cop. Ted thought, "Dumb cop. Cops are so dumb." Then the cop

turn

recording

yells

turned off the tape recorder. "Get out!" he yelled. "Get out of here!" Ted

laugh

thought ✓

laughed at the cop. He laughed because he knew he would get away

with it.

Nature of Miscues	Does the miscue look like the text word?	Does the miscue make sense in the sentence?
Non-integrative	No	No
Print-based	Yes	No
Meaning-based	No	Yes
Integrative	Yes	Yes

Nature of Miscues

Non-integrative

man

Wild rice is a tall grass-like plant

Print-based

lugged

A floorboard cracked beneath her just as she lunged through the doorway.

Meaning-based

many

There are a ~~few~~ ways to cure hay fever.

Integrative

was

He is strong.

says look big
The cop said, "Did you do it?" Ted just looked at him. Then the cop said,
^

do drop keep
"Where did you dump the body?" Ted just kept looking at him. "We

friends
know you did it," said the cop. "Your friend told us." Ted just looked at

him ✓ cops
the cop. Ted thought, "Dumb cop. Cops are so dumb." Then the cop

turn recording yells
turned off the tape recorder. "Get out!" he yelled. "Get out of here!" Ted

laugh thought ✓
laughed at the cop. He laughed because he knew he would get away
with it.

says | look | big MB
The cop said, "Did you do it?" Ted just looked at him. Then the cop said,

do MB drop | keep |
"Where did you dump the body?" Ted just kept looking at him. "We

friends |
know you did it," said the cop. "Your friend told us." Ted just looked at

him ✓ cops | MB
the cop. Ted thought, "Dumb cop. Cops are so dumb." Then the cop

turn | recording | yells |
turned off the tape recorder. "Get out!" he yelled. "Get out of here!" Ted

laugh | thought ✓
laughed at the cop. He laughed because he knew he would get away

with it.

P

let

frob

Mary is mad. Her son is late. He is 14. He is out with his friends.

P

Her son gets home at two. Mary gets mad at her son. He says

car

he is not a kid.

P NI PB NI
let frob

Mary is mad. Her son is late. He is 14. He is out with his friends.

P NI

Her son gets home at two. Mary gets mad at her son. He says

car NI

he is not a kid.

Non-integrative

^P ^{NI} ^{PB} ^{NI}
Mary is mad. Her son is late. He is 14. He is out with his friends.
^P ^{NI}
Her son gets home at two. Mary gets mad at her son. He says
^{car} ^{NI}
he is not a kid.

She went into the pawn shop. She said, “I need some money.”

He said, “What can you sell?” She showed him a ring and a watch. “Take the ring,” she said. “Are you sure?” he asked.

“Yes, take it.” The man took the ring. He put it in a box. Then the man gave the woman some money. He gave her \$120.

The woman took the money. Then the man gave the woman a ticket. The woman took the ticket. She began to cry.

want

She went into the pawn shop. She said, "I need some money."

With

rug

He said, "What can you sell?" She showed him a ring and a

watch. "Take the ring," she said. "Are you sure?" he asked.

"Yes, take it." The man took the ring. He put it in a box. Then

give

the man gave the woman some money. He gave her \$120.

thank

The woman took the money. Then the man gave the woman a

think

think

bring

ciny

ticket. The woman took the ticket. She began to cry.

want^{PB}

She went into the pawn shop. She said, "I need some money."

With^{PB} rug^I

He said, "What can you sell?" She showed him a ring and a

watch. "Take the ring," she said. "Are you sure?" he asked.

"Yes, take it." The man took the ring. He put it in a box. Then

give^I

the man gave the woman some money. He gave her \$120.

thank^{PB}

The woman took the money. Then the man gave the woman a

think^{PB} think^{PB} bring^{PB} ciny^{PB}

ticket. The woman took the ticket. She began to cry.

Print-based

want^{PB}

She went into the pawn shop. She said, "I need some money."

With^{PB}

rug^I

He said, "What can you sell?" She showed him a ring and a

watch. "Take the ring," she said. "Are you sure?" he asked.

"Yes, take it." The man took the ring. He put it in a box. Then

give^I

the man gave the woman some money. He gave her \$120.

thank^{PB}

The woman took the money. Then the man gave the woman a

think^{PB}

think^{PB}

bring^{PB}

ciny^{PB}

ticket. The woman took the ticket. She began to cry.

They stayed in the same job for twenty or thirty years. Their jobs didn't change too much. Now things are different. High school is not enough. If you want a good job, you have to go to college or university. Also, jobs often change because of technology or new ideas. You need to learn new things constantly just to keep your job. These days you can't count on having one job your whole life.

They stayed in the same job for ^{work} twenty or thirty years. Their
jobs didn't change too much. Now things ^{How} are ^{very} different. High
school is not ^{easy} enough. If you want a good job, you have to go
to college or university. Also, jobs ^{are} ^{changing} often change because of
^{teachers} technology or new ideas. You need to learn new things
constantly just to keep your job. These days you can't count
^a on having one job your whole life.

Meaning-based

work^{MB}

They stayed in the same job for twenty or thirty years. Their

How[✓]

very^{MB}

jobs didn't change too much. Now things are different. High

easy^{MB}

^

school is not enough. If you want a good job, you have to go

are^{MB} changing^I

to college or university. Also, jobs often change because of

^

teachers^{MB}

technology or new ideas. You need to learn new things

constantly just to keep your job. These days you can't count

a^{MB}

on having one job your whole life.

The FBI agent burst into the chief's office.

“We've got them! Baker, Maffie, Pino—the whole stinking lot. O'Keefe confessed everything. I cannot believe how good these crooks were.

They were casing the building, making plans, walking in and out of that place for two years. They knew everything—security systems, schedules, who turned on what light when. You want to know how they got inside?”

The agent flipped through his tattered notebook.

I

sheriff's room

The FBI agent burst into the chief's office.

striking

“We've got them! Baker, Maffie, Pino—the whole stinking lot. O'Keefe

can't

confessed everything. I cannot believe how good these crooks were.

chasing

the

They were casing the building, making plans, walking in and out of that

place for two years. They knew everything—security systems, schedules,

and

get

who turned on what light when. You want to know how they got inside?”

tattered

The agent flipped through his tattered notebook.

I MB

sheriff's room

The FBI agent burst into the chief's office.

striking ✓

“We've got them! Baker, Maffie, Pino—the whole stinking lot. O'Keefe

can't^l

confessed everything. I cannot believe how good these crooks were.

chasing ✓

the^l

They were casing the building, making plans, walking in and out of that

place for two years. They knew everything—security systems, schedules,

and ✓

get^l

who turned on what light when. You want to know how they got inside?”

PB

tattered

The agent flipped through his tattered notebook.

Integrative

I MB

The FBI agent burst into the ^{sheriff's room} chief's office.

“We've got them! Baker, Maffie, Pino—the whole ^{striking} stinking lot. O'Keefe

^{can't} confessed everything. I cannot believe how good these crooks were.

They were ^{chasing} casing the building, making plans, walking in and out of that ^{the}

place for two years. They knew everything—security systems, schedules,

^{and} who turned on what light when. You want to know how they ^{get} got inside?”

The agent flipped through his ^{PB} tattered notebook.

Talking about reading

Describe the reading difficulties of students you have worked with.

What are five key strategies of a fluent reader?

Fluent readers

- Actively engage with the text, using a variety of strategies.
- Integrate text information and background knowledge to construct meaning.
- Monitor their comprehension and decoding, using fix-up strategies when necessary.
- Use different kinds of language-cueing systems to figure out words.
- Determine the purpose for reading and use the appropriate strategy.

Non-integrative pattern

Learner needs to develop foundational skills to decode words and to make meaning

- Language experience approach
- Sight words
- Phonics
- Minimal cue sentences

Print-based pattern

Students are relying too heavily on letters and sounds in order to identify unfamiliar words.

Need to learn how to use meaning cues, syntactical cues, and background knowledge to identify words.

- Think-blank strategy
- Cloze procedure

Meaning-based pattern

Contains a lot of omissions and additions because the reader is not paying close attention to print.

Rely too heavily on meaning context and their background knowledge to predict unfamiliar words.

- Word families
- Structural analysis
- Word sorts
- Word blitzing

Integrative miscue pattern

Student uses a combination of print, context clues and background knowledge to identify unfamiliar words.

- Continued extensive reading and practice to achieve automaticity

Fluent readers

- Actively engage with the text, using a variety of strategies.
- Integrate text information and background knowledge to construct meaning.
- Monitor their comprehension and decoding, using fix-up strategies when necessary.
- Use different kinds of language-cueing systems to figure out words.
- Determine the purpose for reading and use the appropriate strategy.