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For the Teacher

What is the *Comprehensive Assessment of Reading Strategies (CARS Plus Series)*?

Comprehensive Assessment of Reading Strategies is a diagnostic reading series that allows you to identify and assess a student's level of mastery for each of 12 reading strategies (8 strategies in Book A, 6 strategies in Books P and AA).

This ten-level program is designed for students in years prep to 8. *Comprehensive Assessment of Reading Strategies* helps teachers place students in the *Strategies to Achieve Reading Success (STARS Plus Series)* for reading instruction and remediation.

What is in the *CARS Plus* student book?

- **Pretests, Benchmarks, Post Tests**
Book P has 15 tests. Each of the 5 Pretests, 5 Benchmarks and 5 Post Tests focuses on 6 strategies.
- **Self-assessment Forms**
Students complete, with teacher guidance, Self-assessment 1 after completing all 5 Pretests and Self-assessment 2 after completing all 5 Post Tests.

In *Comprehensive Assessment of Reading Strategies, Book P*, students practise the following 6 reading strategies:

- Finding the Big Idea
- Finding Details
- Putting Things in Order
- Understanding What Happens and Why
- Making a Guess
- Figuring Things Out

What is in the *CARS Plus* teacher guide?

- **Information for the Teacher**
Suggestions and instructions for using *Comprehensive Assessment of Reading Strategies* effectively in the classroom.
- **Research Summary**
A summary of the research that supports the *CARS Plus Series* is included in the teacher guide.
- **Guided Lessons**
Scripted text for administering each of the 15 tests (Pretests, Benchmarks, Post Tests) is provided.
- **Understanding the Strategies**
This three-page reproducible can be used with students as a skill-review summary. It can also be used to reinforce the strategies practised in the student book.
- **Teacher Assessments**
Teachers complete the assessments after the students have completed all 5 Pretests and then again after the students have completed all 5 Post Tests.
- **Class Performance Chart**
This reproducible is for recording class results for the Pretests and Post Tests.
- **Completed Answer Keys**
Teachers use the Answer Keys to easily correct the tests.

What is the difference between the Pretests, the Post Tests and the Benchmarks?

The 5 Pretests and the 5 Post Tests are designed to assess mastery. In *CARS Plus, Book P*, the Pretests and Post Tests focus on 6 strategy-based questions. Since each test contains only one strategy-specific question, it is important to administer all of the five Pretests in order to assess a student's overall performance and all of the five Post Tests to determine a student's overall progress. Administering multiple tests, and compiling the results, provides reliable information about each strategy.

In the Benchmarks, students read a short passage and then answer the 6 strategy-based questions. The Benchmarks allow you to assess how students are applying strategies over time. The Benchmarks are meant to be used as individual progress-monitoring tools to monitor progress in applying multiple reading strategies.

When should I use the *CARS Plus Series* in the classroom?

Students complete the tests in the *CARS Plus Series* in the following manner:

- **Pretests:** To get accurate results, administer all 5 Pretests within a five-day period at the beginning of the school year.
- **Benchmarks:** The 5 Benchmarks are progress-monitoring tools and may be completed at any time after the Pretests and before the Post Tests. Space out the administration of the Benchmarks to best meet your classroom needs.
- **Post Tests:** To get accurate results, administer all 5 Post Tests within a five-day period.

How do I use the *CARS Plus Series* with the *STARS Plus Series*?

Because *Comprehensive Assessment of Reading Strategies* is a diagnostic tool, you can determine areas where an individual student needs improvement.

- **Pretests:** Use the results of the Pretests to identify areas of strength and weakness and to place students in *Strategies to Achieve Reading Success*, the instructional companion of the *CARS Plus Series*.
- **Benchmarks:** Use the Benchmarks to evaluate students' needs and monitor progress in applying multiple reading strategies to a passage.
- **Post Tests:** Use the Post Tests to assess mastery of the strategies taught in the *STARS Plus Series*.

How much time is required to complete *Comprehensive Assessment of Reading Strategies*?

- Each of the 5 Pretests and each of the 5 Post Tests require 45 minutes for completion, correction and discussion.
- Self-assessments 1 and 2 each require about 20 minutes for completion. Students should complete self-assessments no more than one or two days after completion of Pretests 1–5 and Post Tests 1–5.
- Each of the 5 Benchmarks requires 45 minutes for completion, correction and discussion.

You can adjust these suggested times as needed to accommodate your daily schedule of instruction.

Where do students record their answers?

In Book P, students record their answers directly in the student book.

What is the correction procedure?

For the best results, correct each test orally with students immediately following its completion. Explain concepts that students may not fully understand. Discuss why correct answer choices are correct and why the remaining choices are not correct. If possible, elicit from students their reasoning for choosing an incorrect answer. Incorrect answer choices often include a variety of misunderstandings about the question. Discussing why choices are correct and incorrect will help students review and clarify how they approached a particular strategy.

What forms of student assessment are featured in the *CARS Plus Series* and how do I use them?

In addition to the reading passages and strategy-based questions, *Comprehensive Assessment of Reading Strategies* contains two student self-assessments.

Student Assessments

Students become more successful in reading when they assess their own performance against known standards. Student self-assessment also helps teachers gain insight into a student's measure of performance. For Book P, the teacher will need to assist the students with the assessments. Difficulties that a student experiences are often revealed through self-assessment. Self-assessment focuses students on the process of *performance* rather than the *end result*.

For example, in the *CARS Plus* self-assessments, students see how well they recognise and apply reading strategies, rather than focus on how many responses are correct or incorrect. Therefore, the self-assessments become a valuable tool for both student and teacher.

There are 2 self-assessments in the student book. Student self-assessments are completed after Pretests 1–5 and Post Tests 1–5.

SELF-ASSESSMENT 1 (page 37 of student book)

After completing Pretests 1–5, students, with teacher guidance, complete their first self-assessment. They answer questions that require thoughtful responses.

The questions are designed to help students

- assess their performance.
- determine whether or not they are experiencing difficulty.

SAY: Open your book to page 37. (Pause to make sure all students are on page 37.) Put your finger on the number 1. The directions say: Listen. Circle. Listen carefully as I read a question aloud:

You did Pretests 1–5. How well do you think you went?

Notice that the answers have both pictures and words. Circle the letter of the answer that best tells how you think you went in Pretests 1–5. A is good. B is went OK. C is could be better.

Pause as the students respond.

SAY: Put your finger on the number 2. The directions say: Listen. Circle. Listen carefully as I read a question aloud:

How easy or hard were Pretests 1–5 for you?

Circle the letter of the answer that best tells how easy or hard Pretests 1–5 were for you. A is easy. B is a bit hard. C is very hard.

Pause as the students respond.

SAY: Put your finger on the number 3. The directions say: Listen. Circle. Listen carefully as I read a question aloud:

Did you do the best job you could do on Pretests 1–5?

Circle the letter of the answer that best tells whether you did the best job you could do on Pretests 1–5. A is yes. B is went OK. C is could be better.

Pause as the students respond.

Discuss student responses to Self-assessment 1 before allowing students to proceed to the remaining tests in the book. Arrange one-on-one conferencing after students, with teacher guidance, have completed their assessment. Help students identify their strengths and weaknesses, and provide instruction for clarifying a specific strategy, if needed.

SELF-ASSESSMENT 2 (page 39 of student book)

After completing Post Tests 1–5, students complete their second self-assessment with teacher guidance. Before students begin, have them review the responses to Self-assessment 1. This will help them focus on their performance for the pretests and will remind them of the performance goals they set.

Self-assessment 2 contains questions that require thoughtful responses. The questions are designed to help students

- assess their performance.
- determine whether or not they are experiencing difficulty.

SAY: Open your book to page 39. (Pause to make sure all students are on page 39.) Put your finger on the number 1. The directions say: Listen. Circle. Listen carefully as I read a question aloud:

You did Post Tests 1–5. How well do you think you went?

Notice that the answers have both pictures and words. Circle the letter of the answer that best tells how you think you went in Lessons 6–10. A is good. B is went OK. C is could be better.

Pause as the students respond.

SAY: Put your finger on the number 2. The directions say: Listen. Circle. Listen carefully as I read a question aloud:

How easy or hard were Post Tests 1–5 for you?

Circle the letter of the answer that best tells how easy or hard Post Tests 1–5 were for you. A is easy. B is a bit hard. C is very hard.

Pause as the students respond.

SAY: Put your finger on the number 3. The directions say: Listen. Circle. Listen carefully as I read a question aloud:

Did you do the best job you could do on Post Tests 1–5?

Circle the letter of the answer that best tells whether you did the best job you could do on Post Tests 1–5. A is yes. B is went OK. C is could be better.

Pause as the students respond.

SAY: Put your finger on the number 3. The directions say: Listen. Circle. Listen carefully as I read a question aloud:

Did you do the best job you could do on Lessons 1–10?

Circle the letter of the answer that best tells whether you did the best job you could do on Lessons 1–10. A is yes. B is went OK. C is could be better.

Pause as the students respond.

What forms of teacher assessment are featured in the *CARS Plus Series* and how do I use them?

Teacher Assessments

There are 3 teacher assessments. These 3 assessments are completed for each student after they have completed Pretests 1–5 and Post Tests 1–5.

Teacher Assessments help facilitate individualised instruction in the classroom. For example, by using the results of student assessments and your teacher assessments, reading groups are easily established for instruction with the *STARS Plus Series*. You will be able to determine how to organise students' groups based on reading level and mastery over specific reading strategies.

The purposes of the teacher assessments are to

- identify an individual student's areas of strength and weakness when applying a reading strategy.
- determine in which specific areas, if any, remediation is needed.

TEACHER ASSESSMENT 1

(reproducible on page 26 of teacher guide)

This assessment is completed using the student's answers to questions. This assessment reveals a student's performance for each of the reading strategies.

TEACHER ASSESSMENT 2

(reproducible on page 27 of teacher guide)

This assessment is completed using Teacher Assessment 1. Using the data from Teacher Assessment 1, you create a bar graph that provides a visual comparison of a student's level of mastery for each of the reading strategies.

TEACHER ASSESSMENT 3

(reproducible on page 28 of teacher guide)

This assessment is completed using Teacher Assessments 1 and 2. Using the data from these assessments, you are able to provide a review of a student's overall strengths and weaknesses, as well as provide an analysis of those areas that need improvement. This analysis allows you to document what action will be taken – remediation or further instruction – to help the student achieve mastery as well as document the student's progress after those steps have been taken.

Post Test 3

(Student Book pages 30 and 31)

SAY: Open your book to page 30. (*Pause to make sure all students are on page 30.*) The first question is about finding the main or big idea. Put your finger on the number 1. The directions say: Listen. Circle the big idea. Look carefully at picture A and picture B. Listen carefully as I read the story aloud:

Ellen could not find her bicycle. She had left it outside the supermarket, next to a telephone pole. Worried, she caught sight of a police officer. She walked over to the officer and tearfully explained what had happened.

Circle the letter of the picture that shows what the story is mostly about.

Pause as the students respond.

SAY: The second question is about finding details. Put your finger on the number 2. The directions say: Look. Circle. Look carefully at the three pictures across the page. One of the pictures has a detail that does not appear in picture 1A above. Circle the letter of the picture with a detail that does not appear in picture 1A.

Pause as the students respond.

SAY: The third question is about putting things in order. Put your finger on the number 3. The directions say: Look. Circle. Look carefully at the three pictures across the page. Circle the letter of the picture that shows something that happened second.

Pause as the students respond. Then discuss and correct responses 1–3.

For number 1, the answer is B (girl and police officer).

For number 2, the answer is B (police officer).

For number 3, the answer is C (girl putting toothpaste on a brush).

SAY: Turn to page 31. The fourth question is about understanding what happens and why. Put your finger on the number 4. The directions say: Look. Listen. Circle. Look carefully at the picture in the square. Then listen as I read the question and answer choices that follow aloud:

The boy most likely lost his

A dog.

B hat.

C money.

Circle the letter of the correct answer.

Pause as the students respond.

SAY: The fifth question is about making a guess. Put your finger on the number 5. The directions say: Look. Circle. Look carefully at the picture in the square. Then look at the two pictures across the page. Circle the letter of the picture that shows what most likely happened next.

(Some students may not be familiar with the game of golf. Discuss.)

Pause as the students respond.

SAY: The sixth question is about figuring things out. Put your finger on the number 6. The directions say: Look. Circle. Look carefully at the picture in the square. Then look at the two pictures across the page. Circle the letter of the picture that shows the person who completed the painting.

Pause as the students respond. Then discuss and correct responses 4–6.

For number 4, the answer is C (money).

For number 5, the answer is B (putting ball into hole).

For number 6, the answer is A (female painter).

When the discussion is completed, ask the students to close their book.

Post Test 4

(Student Book pages 32 and 33)

SAY: Open your book to page 32. (*Pause to make sure all students are on page 32.*) The first question is about finding the main or big idea. Put your finger on the number 1. The directions say: Listen. Circle the big idea. Look carefully at picture A and picture B. Listen carefully as I read the following story aloud:

The night sky was filled with bright colours. Loud booms filled the air. Ethan and the people around him cheered as the fireworks thundered again and again. Boom! Boom! The explosions shook the ground under Ethan's feet.

Circle the letter of the picture that shows what the story is mostly about.

Pause as the students respond.

SAY: The second question is about finding details. Put your finger on the number 2. The directions say: Look. Circle. Look carefully at the three pictures across the page. One of the pictures has a detail that does not appear in picture 1A above. Circle the letter of the picture with a detail that does not appear in picture 1A.

Pause as the students respond.

SAY: The third question is about putting things in order. Put your finger on the number 3. The directions say: Look. Listen. Circle. Look carefully at the three pictures across the page. Listen carefully as I read the following nursery rhyme aloud:

Hey diddle, diddle, the cat and the fiddle,
The cow jumped over the moon;
The little dog laughed to see such fun,
And the dish ran away with the spoon.

Circle the letter of the picture that shows what happened first.

Pause as the students respond. Then discuss and correct responses 1–3.

For number 1, the answer is B (fireworks).

For number 2, the answer is C (hat).

For number 3, the answer is B (cat playing the fiddle).

SAY: Turn to page 33. The fourth question is about understanding what happens and why. Put your finger on the number 4. The directions say: Look. Listen. Circle. Look carefully at the picture in the square. Then listen as I read the question and answer choices next to the picture aloud:

The woman is most likely going
A on a trip.
B to the shops.
C into the house.

Circle the letter of the correct answer.

Pause as the students respond.

SAY: The fifth question is about making a guess. Put your finger on the number 5. The directions say: Look. Circle. Look carefully at the picture in the square. Then look at the two pictures across the page. Circle the letter of the picture that shows what most likely happened next.

Pause as the students respond.

SAY: The sixth question is about figuring things out. Put your finger on the number 6. The directions say: Look. Circle. Look carefully at the picture in the square. Then look at the two pictures across the page. Circle the letter of the picture that shows the person who looked at the night sky.

Pause as the students respond. Then discuss and correct responses 4–6.

For number 4, the answer is A (on a trip).

For number 5, the answer is A (basketball going through hoop).

For number 6, the answer is A (woman and telescope).

When the discussion is completed, ask the students to close their book.