

August 8, 2018

Dear Parents,

In the next few weeks your student will be participating in the Protocol for Accommodations in Reading (PAR) screening tool at school. The PAR is a tool to help educators make informed decision about reading accommodations.

The intent of PAR is not to test reading ability or identify reading interventions, but to help teachers make informed decisions about accommodated reading strategies to support instruction in the general education curriculum. Accommodations are practices and procedures in the areas of presentation, response, setting and timing/scheduling that provides equitable access to grade level content for students with special needs. Accommodations, when used appropriately, help students overcome barriers, allowing them to access information and experience the pleasure of reading text.

Students will be able to choose from a variety of topics across fiction and nonfiction genres that will spark their interest and tap into their background and experience.

The PAR process includes three basic steps and takes about 1 hour to complete:

1. Student Oral Reading – the student first reads aloud a reading passage to serve as a baseline and to gauge reading speed. The teacher takes note of fluency and reading speed. Comprehension questions are verbally presented by the adult and scored accordingly. A rating scale is used to identify the student’s feelings about reading aloud.
2. Adult Reader – to determine the effectiveness of the adult read-aloud accommodation, the adult reads a passage aloud while the student follows on a paper copy of the passage. Again, comprehension questions are verbally presented by the adult and scored accordingly. A rating scale is used to identify the student’s feelings about having an adult read the passage aloud.
3. Text Reader – to determine the effectiveness of text-to speech (TtS)*

If you have any questions please feel free to contact me.

Thank you,