



STAR Bright

The Newsletter for Ohio STAR Programs

December 2007

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Coming in the March Issue:

- ★ Explicit Instruction
- ★ Alphabetics
- ★ Vocabulary

Ohio STARs Bring Energy to Reading

Ohio is pleased to continue the STAR Project for FY08. Bringing evidence-based reading instruction (EBRI) to our state to improve student achievement in reading will only strengthen our work in ABLÉ. With nine STAR Veteran programs and six STAR beginner programs, the opportunity to give intermediate readers the tools needed to become better readers increases.

What's different between the two groups?

- 1) The training is a little different because the pilot results were used to improve the offerings. Of course, the research base for EBRI and the resulting components, processes, and practices are the same. There have been some tweaks in terms of the sequence of instructional techniques but the greatest difference is in the fluency assessment approach, which you can read about on page 3.
- 2) The other major difference is the availability of the online Toolkit with video, audio and print resources. It is a professional development bonanza which your STAR Veterans had to do without during their initial work. Vets, we hope that you're taking advantage of every single resource as your input helped guide the creation of the site. STAR beginners, we already know from your comments that you're using the Toolkit regularly.
- 3) Program directors for the new STAR sites had more upfront information about the need to look carefully at the programmatic structures that would increase the rate of successful implementation of STAR. The issues of managed enrollment, leveled classes, paid planning time for instructors, and the "one for all and all for one" alignment of state, local and classroom stakeholders were prominent in the planning stages from the beginning of the project.

- 4) The STAR beginners have nine experienced programs across the state to help them as they implement this reading initiative.



What's the same?

- 1) Intermediate readers continue to enroll in ABLÉ classes with the expectation that teachers can help them improve their reading skills.
- 2) Teachers, program administrators and state officials working together to help students meet their goals.
- 3) Teaching reading to the intermediate student requires the teacher to have information about assessment, reading skills, instructional methods and resources.
- 4) The Southwest ABLÉ Resource Center is committed to providing the professional development and support in reading needed by the STAR programs.

We will work to ensure that both STAR groups are sharing experiences, challenges, and solutions as they work to offer intermediate readers the tools they need to become better, more confident readers.

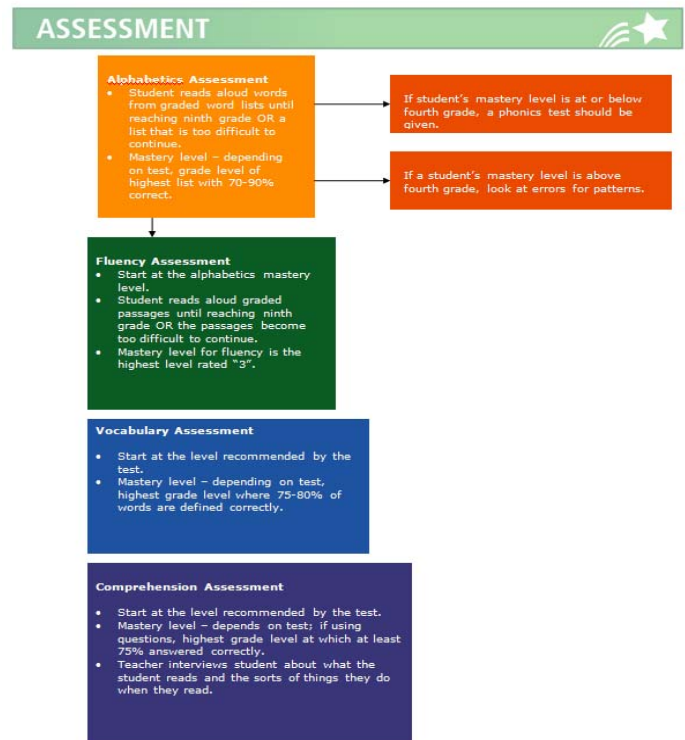
STAR Toolkit Spotlight: Assessment Tab

www.startoolkit.org

The Assessment tab is your online resource to review the training and to learn more about:

- Diagnostic assessments
- Adult learners and their particular needs
- Specific ways to assess all four reading components
- Creating a reader profile based on assessment results
- Activities to practice what you have learned

One very helpful resource is the graphic representation of the Diagnostic Assessment process (shown here). It shows the key points of where to start and how to determine a student's mastery levels. It can be found at: [Assessment](#)> What are some key points to remember about diagnostic assessment?> Resources (blue box).



Creating an Assessment Kit

Jane Meyer, Canton City Schools ABLE

One way to shave time from diagnostic assessment is to organize your materials into an assessment kit. I'd suggest one person could make an assessment kit and copy it for others in their program.

My kit is in a portable plastic file box with a handle. I have color coded the hanging files inside the box, yellow for alphabetics, green for fluency, etc. The files are all labeled so when I need a grade 5 fluency passage it is easy to find. In fact, inside that file you would find one copy mounted on a stiffer paper for the student to read and multiple copies of the same passage for the teacher. The teacher's copies have the fluency rating scale on the bottom of them so teachers don't have to refer to another paper. There are multiple copies so the teacher can mark on them and have a clean copy for each student.



I include a stapler and pen in the kit so I have everything I need to assess. The most important file in the assessment kit is the first file that details the assessment process we use, noting what level to start on for each assessment, when to stop, etc. If it's been a while since your last assessment having the process written down in one handy place can really help you quickly review. In my kit, I also include a file of record forms. As I complete each assessment I mark the results on the student's record form so each student's assessment results are all organized on one piece of paper at the end of the assessment. I also include a file in my kit with a simple graph that I use to explain the results to the students. Organizing an assessment kit takes time, but the organization pays off by saving you time in the long run.

Focus on Fluency

Fluency is defined as the ability to read with efficiency and ease. Assessing fluency has taken on a new look with the second round of STAR Institute trainings. Our STAR Vets know that using miscue analysis as a diagnostic measure was challenging, with some ABE teachers having had no experience in the process prior to STAR. Another factor that arose was the lack of established norms using miscue analysis for adult readers. As a result of the pilot outcomes, the national team determined that a rubric might be a useful method of measuring a student's fluency levels.

The Fluency Rating Scale (shown here) with "3" representing effective fluency skills was developed and is now featured in the STAR Institutes. Audio examples of the different ratings are available on the STAR Toolkit under the "Assessment" tab.

Fluency assessment is a bit different from the other components in that the student's results have three separate scores:

- ★ The mastery level for fluency is the highest grade level of passage difficulty on which a student is rated a "3."
- ★ The instructional level for rate and prosody is the highest grade level rated a "2."
- ★ The instructional level for accuracy (alphabets in context) is the highest grade level rated a "1."

3	Smooth reading, with pauses occurring at appropriate points and few (if any) errors or repetitions
2	Fairly steady reading, but with some pauses in phrasing occurring sometimes within phrases and some errors or repetitions
1	Uneven/choppy reading, with frequent repetitions or lapses in phrasing and sounding out of words or errors
0	Labored, word-by-word reading, with continual repetitions or stopping and sound out of words or errors

The tester is able to test for all three fluency dimensions at the same time with the same passage. Instructionally, the student could then have two primary areas of focus:

1. to read accurately (alphabets in context)
2. to read with appropriate rate and prosody

Determining the Fluency Mastery Level

1. Use the Alphabets Mastery Level to determine the first graded passage. (In lieu of an alphabets score, the TABE or CASAS score can be used.)
2. Continue raising the level of the passages until the reader gets a "3" on the scale and is fluent at that level.
3. Be sure to stop at 9th grade as student does not have a fluency need.

Determining the Fluency Instructional Levels: Down to "0" and Up to "8"

- ★ **Rate and Prosody:** The highest graded passage where a student scores a "2" or reaches 8th grade level.
For example: Student reads GL 5 passage and rates "2," continues to 6 and rates "2," continues to 7 and rates "1"
STOP — student's rate and prosody level is 6
- ★ **Accuracy:** The highest graded passage where a student scores a "1". This is critical because accuracy impedes meaning, rate and prosody.
For example: Student rates "2" at GL 2, rates "1" at level 3, rates "1" at level 4, rates "0" at level 5
STOP — student's accuracy level is 4

Highlights from the STAR 2 Action Plans

The six new STAR 2 programs received training on developing Action Plans for implementing STAR during Institute I. The following are some highlights from each program.

Apollo

Apollo staff has moved ahead with STAR implementation beginning their first STAR class at the end of October. They currently have 8 students involved.

Joyce Tracy, Apollo administrator, says that teachers are excited and things are going well.



C-TEC

C-TEC staff have been using the Bader to practice and plan assessment and they will make their final assessment choices before their Tuesday/Thursday sessions begin in December. Teachers will take turns administering the assessment so each one has ample opportunity to become adept at using the instrument and get closer to the 35-40 minute goal.

Eastland-Fairfield

Eastland-Fairfield's STAR team has been using a STAR blog to share ideas, questions and progress. They have begun testing and student response has been very positive. ESOL students (those testing at the Intermediate Level with TABE) have shown strong needs in alphabetics so the team is looking forward to the instructional approaches that will be presented in STAR Institute II.

Project Learn

Akron's Project Learn staff have been creating assessment kits and practicing conducting the assessments. Their attention has also been on the how to's of explicit instruction. They will begin STAR classes in December.

Trumbull

At Trumbull County Technical Center, the staff are putting together their assessment materials, practicing assessing and planning for implementation at two sites in December. They have also been excited about reintroducing explicit instruction into the classroom. The teachers commented that they had previously been trained to deliver explicit instruction but had moved into other methods in their ABLE classrooms.

Vanguard-Sentinel

The Vanguard-Sentinel team members have developed their STAR assessment kits and have already completed 20 assessments. They created a student-focused brochure which explains what STAR is and how participation can be a benefit. A special class time has been set for those students who assessments show a need for fluency instruction.

STAR Resource Tip: Collaborative Oral Reading

Some of you are beginning to think about incorporating collaborative oral reading into your instructional routines; others have been doing collaborative oral reading for some time now. You may recall from STAR training that short novels or other forms of narrative text are recommended for this type of reading instruction.



We want to remind you that the SW Resource Center has multiple copies of books that you can borrow for your small group reading. The TRIO series from Scholastic provides books from reading grade levels 2 – 8, on a range of topics from Famous Americans to The Titanic to Civil Rights. There are five copies of each book.

If you would like to see the complete list of TRIO offerings, click here <http://library.sinclair.edu/libra/websafari.exe/> then enter "TRIO" in the "search for" box. To borrow resources, simply email or call us and we will send them to you. The check-out period is six weeks.

Upcoming Reading Training

STAR 2 Institutes

January 28-29, 2008 Holiday Inn—Mansfield, Ohio
Fluency, Alphabetics, Vocabulary Instruction

April 28-29, 2008 (location to be determined)
Comprehension Instruction, Program Planning



The STAR 2 Institutes are only open to STAR 2 programs. Specific details will be distributed through the e-lists.

SWRC's Reading Package (open to any ABE staff)

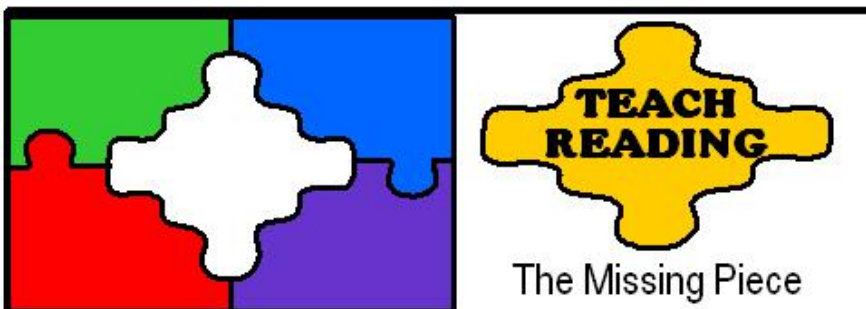
REA 101: Overview of EBRI
Online; on-going availability

REA 102: Alphabetics & Vocabulary
SW Region: February 29, 2008
Statewide (Columbus): April 16, 2008

REA 103: Comprehension & Fluency
SW Region: February 29, 2008
Statewide (Columbus): April 16, 2008

Register
online at
ohioable.org

New Reading Slogan for Ohio ABE



Thanks to the work of the Reading and Writing Steering Committee, we are pleased to announce and share our reading slogan for Ohio ABE. Look for this slogan and graphic in a variety of places throughout the year!

Southwest ABLE Resource Center



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Web Sites to Bookmark

www.sinclair.edu/facilities/swable
www.startoolkit.org

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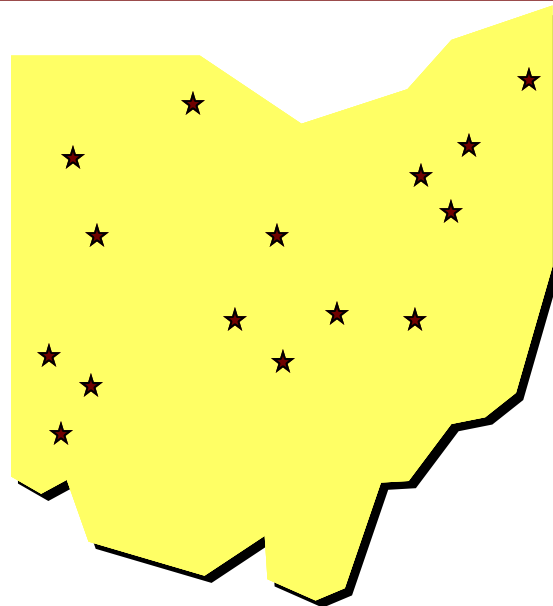
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Millie Kuth

Maplewood (Ravenna)

Doris Schoning
Julie Skilton
Laure Gaunter
Joyce Horning

Miami Valley CTC (Clayton)

Amy Leedy/Sonja Brown
Joy Whitehair
Laurie Duren
Ellen Cabeen
Kathy Fortney
Elaine Aldridge

Mid-East CTC (Zanesville)

Charney Fitz
Michael Willey
Scott Meredith

Mid Ohio ESC (Cardington)

Lisa Ebert
Nancy Burdsall
Marcia Pemberton

Putnam ESC (Ottawa)

Jack Betscher
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Leah Otto
Estella Martinez

Tolles (Plain City)

Gail Morgan
Candy Bettinger

STAR 2 Programs

Apollo (Lima)

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Deb Workman
Barb Heffner

C-TEC (Newark)

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Karen Ross
Denise Ploetz
Jeff Miller
Joanne Stout

Eastland-Fairfield (Groveport)

Sherry Childers
Mary Hartman
Jerry Leslein
Jerusha McClendon
Charlotte Putt
Pat Wolford

Project Learn (Akron)

Rick McIntosh
Susan Trebisky
Kalter Kiess
Tom Betz
Frank Wagel

Trumbull (Warren)

Bill Gerrity
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Teri Lacy
Dorothy Spodar
Rebecca Boyle
Beth Trace

Vanguard-Sentinel (Fremont)

Dennis Newman/Patti Diaz
Gary Carr
Nicole Cover
Kathy O'Donnell
Cindy Weber