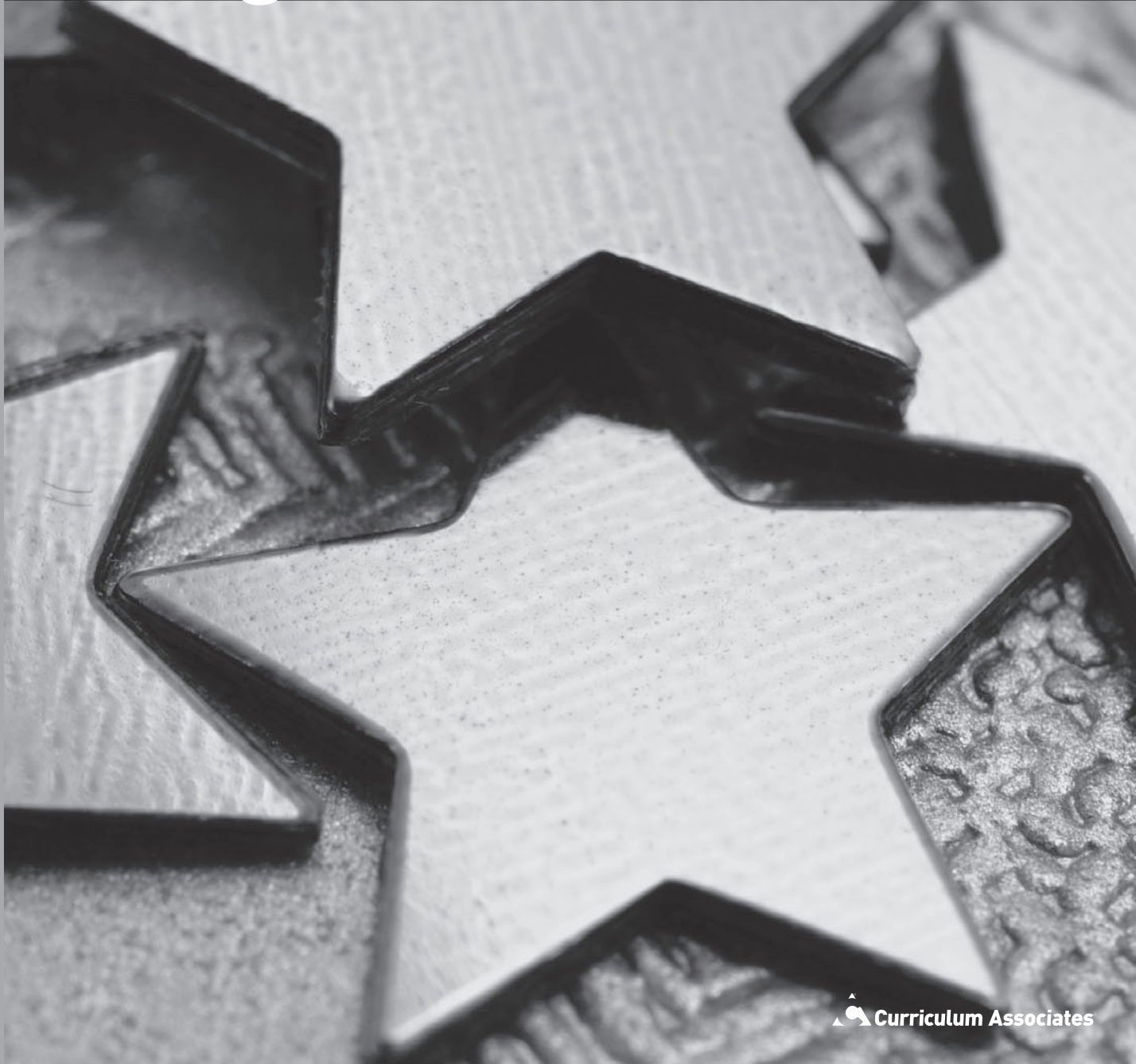


# CARS Comprehensive Assessment of Reading Strategies

Plus



# TABLE OF CONTENTS

<b>For the Teacher</b> .....	1
<b>Research Summary</b> .....	5
<b>Reproducibles</b>	
Understanding the Strategies .....	7
Teacher Assessment 1 .....	11
Teacher Assessment 2 .....	12
Teacher Assessment 3 .....	13
Class Performance Chart.....	14
<b>Answer Forms</b>	
Pretest .....	15
Post Test.....	16
Benchmarks .....	17

## **Author**

Deborah Adcock is a developer of curriculum materials in reading, language arts, and mathematics.

ISBN 978-0-7609-6336-4

©2010, 2006, 1998—Curriculum Associates, LLC  
North Billerica, MA 01862

Permission is granted for reproduction of the reproducible pages  
in limited quantity for classroom use.  
All Rights Reserved. Printed in USA.

15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

# FOR THE TEACHER

## What is *Comprehensive Assessment of Reading Strategies (CARS® Series)*?

The *CARS® Series* is a diagnostic reading series that allows you to identify and assess a student's level of mastery for each of 12 reading strategies.

This ten-level program is designed for students in grades K through 8. The *CARS® Series* helps teachers place students in *Strategies to Achieve Reading Success (STARS® Series)* for reading instruction and remediation.

## What is in the *CARS®* student book?

### • Pretest, Benchmarks, Post Test

Twelve selected-response questions follow each reading passage in each test. The reading passages showcase a variety of literary genres. Each question focuses on a specific reading strategy. All of these tests assess the same strategies.

### • Self-assessment Forms

Students complete Self-assessment 1 after completing the Pretest and Self-assessment 2 after completing the Post Test.

### • Answer Forms

Students use the Answer Forms to record their answers.

In *CARS® Book D*, students practice the following 12 reading strategies:

- Finding Main Idea
- Recalling Facts and Details
- Understanding Sequence
- Recognizing Cause and Effect
- Comparing and Contrasting
- Making Predictions
- Finding Word Meaning in Context
- Drawing Conclusions and Making Inferences
- Distinguishing Between Fact and Opinion
- Identifying Author's Purpose
- Interpreting Figurative Language
- Summarizing

## What is in the *CARS®* teacher guide?

### • Information for the Teacher

Suggestions and instructions for using the *CARS® Series* effectively in the classroom.

### • Research Summary

A summary of the research that supports the *CARS® Series* is included in the teacher guide. The research report for this title may be accessed from the product page on our website, CurriculumAssociates.com.

### • Understanding the Strategies

This four-page reproducible can be used with students as a skill-review summary. It can also be used to reinforce the strategies practiced in the student book.

### • Teacher Assessments

Teachers complete the assessments after the students have completed the Pretest and then again after the Post Test.

### • Class Performance Chart

This reproducible is for recording class results for the Pretest and Post Test.

### • Completed Answer Forms

Teachers use the completed Answer Forms to easily correct the tests.

## What is the difference between the Pretest, the Post Test, and the Benchmarks?

The Pretest and the Post Test are designed to assess mastery. The length of the reading passages and the number of questions are the same in each of these tests. Each of the passages in the Pretest and Post Test are one page, followed by one question for each strategy. Since each part of each test contains only one strategy-specific question, it is important to administer the entire Pretest in order to assess a student's overall performance and the entire Post Test to determine a student's overall progress. Administering the Pretest and the Post Test, and compiling the results, provides reliable information about each strategy.

The passages in the Benchmarks are two pages. The Benchmarks allow you to assess how well the students apply strategies to longer reading passages. The Benchmarks are meant to be used as individual progress-monitoring tools to monitor progress in applying multiple reading strategies to a passage.

### **When should I use the *CARS® Series* in the classroom?**

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

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

### **How do I use the *CARS® Series* with the *STARS® Series*?**

Because the *CARS® Series* is a diagnostic tool, you can determine areas where an individual student needs improvement.

- **Pretest:** Use the results of the Pretest to identify areas of strength and weakness and to place students in the *STARS® Series*, the instructional companion of the *CARS® Series*.
- **Benchmarks:** Use the Benchmarks to evaluate students' needs and monitor progress in applying multiple reading strategies to a passage.
- **Post Test:** Use the Post Test to assess mastery of the strategies taught in the *STARS® Series*.

### **How much time is required to complete the *CARS® Series*?**

- Each part of the Pretest and each part of the Post Test requires 30–45 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 the Pretest and the Post Test.
- Each of the five Benchmarks requires 45–60 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?**

Students must record their answers on the appropriate Answer Form that appears in the student book. The Answer Form for the Pretest is on page 57, Post Test is on page 59, and Benchmarks is on page 61. Ask students to detach the form and fill in the personal-information section.

Next to each item number on the Answer Form is an abbreviation that identifies the strategy. Once you have a student's completed Answer Form, total the number of correct responses for each strategy. Then transfer these totals to the appropriate teacher assessment to begin the assessment process.

### **What is the correction procedure?**

For the Pretest and Post Test, correct the tests after students have completed each test in its entirety. For the Benchmarks, correct each test immediately following its completion.

For the best results, correct each test orally with students. 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*® *Series* and how do I use them?

In addition to the reading passages and strategy-based questions, the *CARS*® *Series* 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. 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*® self-assessments, students see how well they recognize 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 two self-assessments in the student book. One student self-assessment is completed after the Pretest and the second student self-assessment is completed after the Post Test.

#### SELF-ASSESSMENTS 1 AND 2 (pages 58 and 60 of student book)

Students complete Self-assessment 1 after the Pretest has been corrected and discussed. Arrange one-on-one conferencing to discuss students' responses to Self-assessment 1 before continuing with the Benchmarks. Help students identify their strengths and weaknesses and provide instruction for a specific strategy, if needed. Students complete Self-assessment 2 after the Post Test has been corrected and discussed.

Answers to the questions on the self-assessment require thoughtful, written responses. The questions are carefully constructed to help students

- analyze their performance.
- determine areas in which they are experiencing difficulty.
- describe any difficulties they are having.
- rate their performance for completing the tests.

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

### Teacher Assessments

There are three teacher assessments. These three assessments are completed for each student after they have completed the Pretest and the Post Test.

Teacher Assessments help facilitate individualized 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*® *Series*. You will be able to determine how to organize student 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 11 of teacher guide)

This assessment is completed using the student's corrected Answer Form. This assessment reveals a student's performance for each of the reading strategies.

#### TEACHER ASSESSMENT 2 (reproducible on page 12 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 13 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.

## **What should I do with the completed student self-assessments, teacher assessments, and the Answer Forms?**

The completed student self-assessments, teacher assessments, and the Answer Forms may be placed in the student's portfolio for review by reading specialists, administrators, or another teacher. As a student works through the *CARS® Series*, the portfolio allows teachers and parents to see the student's growth and performance over time.

## **How do I record results for the entire class on the Class Performance Chart?**

After students have completed the Pretest and Post Test, record the number of correct responses to the strategy-based questions for your entire class on the reproducible Class Performance Chart, on page 14 of the teacher guide. Check off the appropriate box to indicate if the chart represents data collected from the Pretest or Post Test.

For each student, record the number of correct responses (out of 5) for each strategy. Then total the responses to determine the overall number of correct responses (out of 60) for each student. Using the Class Performance Chart in this way provides an opportunity to evaluate classroom progress over time.

## **What should I do if students are having difficulty understanding specific strategy questions?**

You may want to pause and focus on the question types and strategies before students move on to the next lesson. Understanding the Strategies, on pages 7–10, is a useful reproducible tool for instructing students on how to answer a strategy-based question.

Make a copy of Understanding the Strategies for each student. Take the students, as a class, through a lesson they have already completed.

Read the reading passage aloud or enlist a student volunteer to read it. Then discuss each strategy-based question and the answer choices, referring to the strategy descriptions in Understanding the Strategies. As student volunteers answer each question, explain why an answer choice is correct, as well as why the remaining choices are not correct.

## **What is the Curriculum Associates *CARS®/STARS®/Extensions in Reading®* Collection?**

### **Step 1. Diagnose and Benchmark**

The *CARS® Series* allows you to identify and assess a student's level of mastery for each of 12 reading strategies.

### **Step 2. Instruction**

The *STARS® Series* provides scaffolded instruction—modeled and guided instruction, modeled and guided practice, and independent practice—that supports student success with the strategies assessed in the *CARS® Series*.

### **Step 3. Ensure Mastery for On-Level Students**

The *Extensions in Reading® Series* reinforces, extends, and applies concepts developed in the *STARS® Series* with more sophisticated elements: graphic organizers, longer passages, paired selections, and models.

## **Where can I learn more about the Curriculum Associates Classroom Reading System?**

Visit [www.CurriculumAssociates.com/readingsystem](http://www.CurriculumAssociates.com/readingsystem) for CA101 online product training. CA101 gives you all the information you need to use this product most effectively.

# RESEARCH SUMMARY

The following is a summary of the research upon which *Comprehensive Assessment of Reading Strategies* is based. The research report for this title may be accessed from the product page on our website, CurriculumAssociates.com.

## INTRODUCTION TO THE SERIES

*Comprehensive Assessment of Reading Strategies (CARS® Series)* is the diagnostic portion of a reading program that spans from diagnosis to assessment. This diagnostic tool identifies reading strategies that are understood, as well as those that need further study and reinforcement. The organizational design of the *CARS® Series* is grounded in several areas of research: reading comprehension, metacognition and self-assessment, and effectiveness of classroom assessment.

### The *CARS® Series* Concentrates on Twelve Reading Strategies

The *CARS® Series* provides practice with twelve reading strategies that are the core reading tools students need in order to make sense of what they are reading. “. . . [M]any students have demonstrated difficulties with skills that are central to reading comprehension (i.e., identifying main topics, significant supporting information, and relations between a text’s main topics)” (Seidenberg, 1989).

The reading skills of Finding Main Idea, Recalling Facts and Details, Understanding Sequence, Recognizing Cause and Effect, Comparing and Contrasting, Making Predictions, Drawing Conclusions and Making Inferences, Distinguishing Between Fact and Opinion, Distinguishing Between Real and Make-believe (Books B–C) and Identifying Author’s Purpose may be difficult for some students to master because the thinking processes involved in applying the strategies are abstract in nature. These reading skills represent the unseen text structure of a reading passage. The reading strategies Finding Word Meaning in Context, Interpreting Figurative Language, and Summarizing (Books D–H) are direct tools readers can actively use to comprehend reading selections. Book A probes eight reading strategies. Books K and AA probe six reading strategies. These reading strategies are essential because of the difficulty students experience with different styles of language. With the *CARS® Series*, teachers gain a clear road map of reading instruction for each student.

## Metacognition and Self-assessment

Metacognitive training in reading is a very effective instructional technique. “Good readers often will reflect on what they have just read, perhaps evaluating the credibility of the material. . . . Monitoring also occurs at the conclusion of a reading. Thus, good readers can be aware of whether their understanding of the text is consistent with all the ideas expressed in it” (Pressley, 2002, p. 297). The *CARS® Series* employs metacognitive questioning in the form of student self-assessment activities. The self-questioning in each student assessment brings to the forefront the student’s knowledge about a concept or strategy. They are sorting, organizing, and consolidating their thoughts about their reading performance through self-evaluation and monitoring.

## Effectiveness of Classroom Assessment

The *CARS® Series* is a diagnostic tool that helps teachers focus their reading instruction and helps students recognize the reading strategies that need improvement. Trimble, Gay, and Mathews (2005) summarize current findings about the benefits of using diagnostic assessments to guide instruction. “Black and William (1998) and Guskey (2003) have documented the use of classroom assessments to improve instruction. Both *Turning Points 2000* (Jackson & Davis, 2000) and the Southern Regional Education Board (2008) recommend using data from ongoing assessments and access to more data is now well defined” (p. 26).

The *CARS® Series* offers teachers a flexible schedule in which to administer the assessments and record students’ performances. “In a standards-based classroom, assessment is an integral part of instruction and is aligned with the curriculum. The teacher collects evidence of the students’ knowledge, their ability to use that knowledge, and their disposition toward learning. Student performance is monitored to promote learning, to adjust instruction, and to report progress” (Midgett, 2008).

## CONCLUSION

The *CARS® Series* is an effective tool that provides teachers with immediate feedback on students' reading strengths and weaknesses. Armed with this information, teachers are then able to focus their instructional goals to gain maximum student learning. Students are engaged with their learning progress through metacognitive self-assessments. Students are motivated to think about their reading performance and the acquisition of reading strategies. Teachers can be assured of student engagement because the *CARS® Series* delivers immediate feedback on individual student performances and enables students to take an active role in monitoring their learning.

## REFERENCES

- Black, P., & William, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80, 139–148.
- Guskey, T. R. (2003). How classroom assessment improves learning. *Educational Leadership*, 60(5), 6–11.
- Jackson, A. W., & Davis, G. A. (2000). *Turning points 2000*. New York & Westerville, OH: Teachers College Press & National Middle School Association.
- Midgett, C. A snapshot of assessment in a standards-based classroom. Retrieved April 2001, from <http://www.enc.org/topics/assessment/align/document.shtm?input=FOC-001935-index>.
- Pressley, M. (2002). Metacognition and self-regulated comprehension. In A. E. Farstrup & S. J. Samuels (Eds.), *What research has to say about reading instruction*. (pp. 294–309). Newark, DE: International Reading Association.
- Seidenberg, P. L. (1989). Relating text-processing research to reading and writing instruction for learning disabled students. *Learning Disabilities Focus*, 5(1), 4–12.
- Southern Regional Education Board. (2001). *Making middle grades work*. Retrieved May 26, 2001, from <http://www.sreb.org/main/Publications/catalog/srebcatalog.asp>
- Trimble, S., Gay, A., & Mathews, J. (2005). Using test score data to focus instruction. *Middle School Journal*, 36(4), 26–32.



# UNDERSTANDING THE STRATEGIES

- **Finding Main Idea**

The main idea of a reading passage is a sentence that tells what the passage is mostly about. Questions about main idea might ask you to find what a passage is *mostly about* or *mainly about*. The questions might also ask you to choose the best title for a passage. When answering a question about main idea, ask yourself, *What is the passage mostly about?* Then choose your answer.

---

- **Recalling Facts and Details**

Every reading passage contains facts and details. The facts and details tell more about the main idea. Questions about facts and details ask you about something that was stated in the passage. To answer a question about a fact or detail, look back to the passage to find the answer.

---

- **Understanding Sequence**

Sometimes, a passage is told in order, or sequence. Different things happen at the beginning, middle, and ending of a passage. Questions about sequence ask you to remember and put events or details in order. Questions about sequence often contain key words such as *first*, *then*, *last*, *after*, or *before*.

# UNDERSTANDING THE STRATEGIES

- **Recognizing Cause and Effect**

A cause is something that happens. An effect is something that happens because of the cause. Read this sentence: “I forgot to set my alarm clock, so I was late for school.” The cause of being late for school was forgetting to set the alarm clock. The effect of forgetting to set the alarm clock is being late for school. Questions about cause and effect usually begin with the key words *why*, *what happened*, or *because*.

---

- **Comparing and Contrasting**

Some questions ask you to find how two things are alike or different. This is called compare and contrast, or finding likenesses and differences. Questions that ask you to compare or contrast usually contain key words such as *most like*, *different*, *alike*, or *similar*.

---

- **Making Predictions**

A prediction is something you think will happen in the future. Questions about predictions ask what will *probably* or *most likely* happen next. You will not find the answer to these questions in the passage. But there are clues you can use from the passage to make a good guess about what might happen next.

# UNDERSTANDING THE STRATEGIES

- **Finding Word Meaning in Context**

Sometimes when you read, you find a word whose meaning you do not know. Often you can tell the meaning of the word by the way the word is used in the sentence. This is called understanding word meaning in context. Questions about meaning in context ask you to find the meaning of a word that may not be familiar to you. If you have trouble choosing an answer for a question like this, try each answer choice in the sentence where the word appears in the passage. See which answer choice makes the most sense.

---

- **Drawing Conclusions and Making Inferences**

When you read, many times you must figure out things on your own. The author doesn't always tell you everything. For example, you might read these sentences: "The moon cast an eerie glow in Jake's room. Suddenly, he saw a shadow by the window. Jake sat up in bed, frozen with fear." From what the author has written, you can tell that it is probably nighttime, because the moon is out and Jake is in bed. Questions about drawing conclusions often contain the key words *you can tell* or *probably*.

---

- **Distinguishing Between Fact and Opinion**

Questions about facts and opinions ask you to find which statements are fact statements and which statements are opinion statements. Remember, a fact is something that is true. An opinion tells how a person feels about something. Facts can be proven. Opinions cannot. Statements that are opinions often contain key words such as *most*, *best*, *niciest*, and *greatest*.

# UNDERSTANDING THE STRATEGIES

- **Identifying Author’s Purpose**

Questions about author’s purpose ask you why the author wrote the passage. Most authors write for one of these reasons: to persuade (make someone want to do something), to give information, to describe, or to entertain. You can remember these four reasons by remembering P.I.D.E.—P for persuade, I for information, D for description, and E for entertain.

---

- **Interpreting Figurative Language**

Sometimes, writers use words in such a way that their meaning is different from their usual meaning. For example, someone who has told a secret might say, “I spilled the beans.” This is an example of figurative language. These words do not mean that the person actually spilled some beans. These words mean “I didn’t mean to tell the secret.”

---

- **Summarizing**

Questions about the best summary of a passage ask you about the main points of the passage. When you answer questions about summary, first ask yourself, *What is the main idea of the passage?* A good summary is closer to the main idea than to any single detail found in the passage.