



**ONLINE ASSESSMENT OF READING**

# **SOAR**

**Educator's Guide**

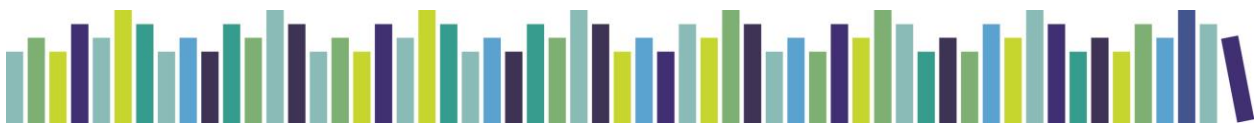
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# Scholastic Online Assessment of Reading Educator’s Guide

## Contents

Educator’s Guide.....	3
Welcome to Scholastic Online Assessment of Reading.....	6
Understanding Scholastic Online Assessment of Reading.....	7
Overview: Scholastic Online Assessment of Reading Path to Creating Successful Readers.....	7
Assess Student Reading Comprehension with the SOAR Test.....	7
Access Powerful Data and Actionable Reports.....	8
Motivate Progress by Supporting Independent Reading with the Right Books.....	9
Flexible Implementation Options.....	9
Getting Started with Scholastic Online Assessment of Reading.....	11
Scholastic Learning Zone User Setup.....	11
Managing Scholastic Learning Zone School Calendar.....	13
Managing Scholastic Online Assessment of Reading Settings.....	14
Changing Benchmark Proficiency Bands.....	14
Establishing a SOAR Testing Calendar.....	14
Establishing a SOAR Testing Cycle.....	14
Establishing SOAR Testing Windows.....	15
Assess Student Reading Comprehension with the SOAR Test.....	16
Understanding the SOAR Test Results.....	16
Lexile Measures.....	16
Targeted Reading.....	16
SOAR Test Validity and Reliability.....	18
Field Testing.....	18
Validity.....	18
Construct Validity.....	21



## Scholastic Online Assessment of Reading Educator’s Guide

Criterion-Related Validity.....	23
SOAR Test Student Experience .....	25
Tips for Administering the SOAR Test.....	29
Create a Comfortable Assessment Experience .....	29
Administering the Test in Different Environments .....	29
Moderating Test Taking .....	29
Using Scholastic Online Assessment of Reading Results .....	31
Scholastic Online Assessment of Reading Reports: An Overview.....	31
Scholastic Online Assessment of Reading Reports: Purposes Chart.....	32
Scholastic Online Assessment of Reading Reports: At a Glance.....	33
Using Scholastic Online Assessment of Reading to Motivate Reading.....	36
Using Lexiles for Instructional and Independent Reading .....	36
Using Lexile Measures in Your Classroom .....	38
Extending Independent Reading with Scholastic Online Assessment of Reading.....	41
Reading Voluminously.....	41
The Student Independent Reading Experience .....	42
How Teachers Can Guide and Encourage the Independent Reading Experience .....	44
Step-by-Step Instructional Practice .....	44
Sharing Results with Families.....	45
Collaborating With Families .....	45
Appendix .....	47
Scholastic Online Assessment of Reading Reports Guide.....	47



## Welcome to Scholastic Online Assessment of Reading

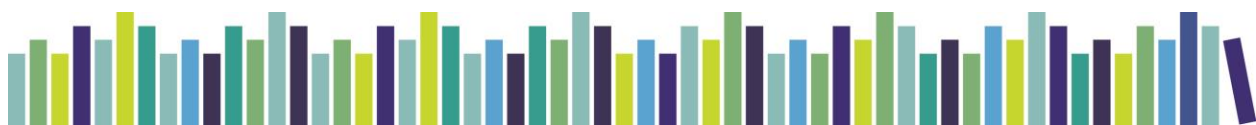
Are your students making progress in reading?

Scholastic Online Assessment of Reading™ is designed specifically to help you answer that question. More and more, teachers are being asked to use ongoing assessments of reading comprehension in the classroom to track student literacy skills, monitor students' reading progress, establish attainable goals, show accountability, and gauge the effectiveness of their reading programs. Scholastic Online Assessment of Reading will not only help fulfill these needs but will also give teachers the ability to better match students to personalized, appropriately leveled reading recommendations.

Scholastic Online Assessment of Reading includes a computer-adaptive reading assessment called the SOAR Test that identifies student reading levels, reported in Lexile® measures, that can then be used to match students to the right books for their reading level. The SOAR Test results are automatically calculated and Scholastic Online Assessment of Reading generates a variety of reports and measurement tools that help teachers and school leaders monitor student progress and make data-driven decisions.

### Scholastic Online Assessment of Reading . . .

- provides benchmarking assessment for screening.
- allows teachers and leaders to forecast and track growth.
- generates immediate actionable reports for students, teachers, and leaders.
- matches readers to Lexile-leveled texts and makes personalized reading recommendations.



## Understanding Scholastic Online Assessment of Reading

### Overview: Scholastic Online Assessment of Reading Path to Creating Successful Readers

#### Assess Student Reading Comprehension with the SOAR Test

The most powerful attribute of Scholastic Online Assessment of Reading is its ability to administer fast and reliable, computer-adaptive assessment, and to provide immediate results that can be used to track growth and plan instruction in a variety of classrooms.

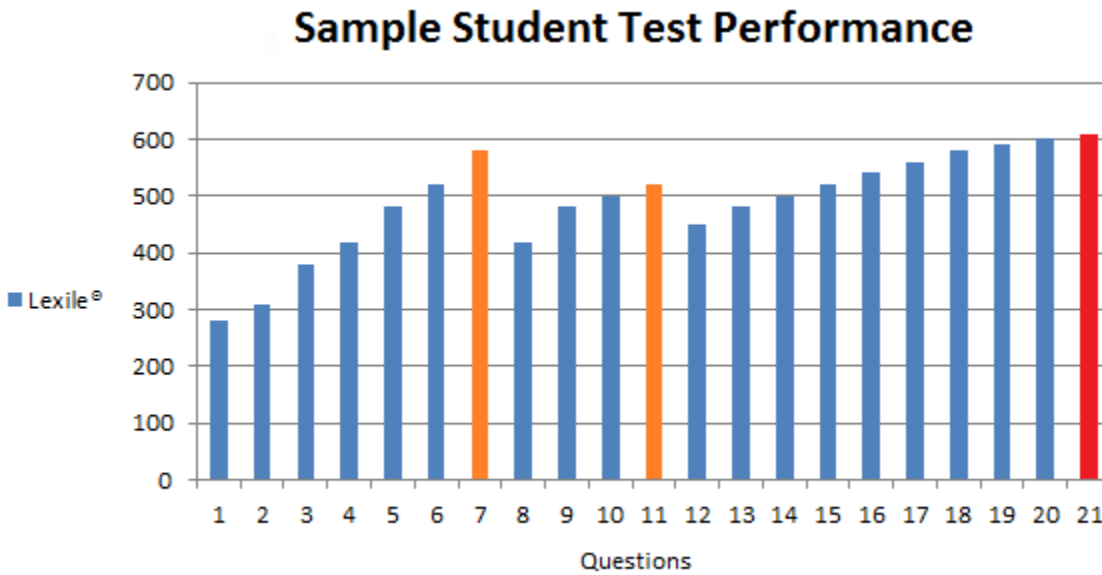
#### Authentic Text Passages

- Test items include fiction, nonfiction, and high-interest, low-readability passages from materials that students encounter in daily life.
- Authentic text passages increase test validity as well as student interest and motivation.
- Passages do not require students to have prior knowledge about the subject. Each passage has been carefully analyzed for anti-bias and cultural sensitivity.

#### Computer Adaptive Assessment

The SOAR Test is a computer-adaptive test that adjusts item difficulty to students' responses. As students progress through the assessment, the difficulty level of questions changes according to each response. When the student answers a question correctly, the Lexile of the next question increases. When the student answers a question incorrectly, the Lexile of the next question decreases. The assessment stops once the student has answered a sufficient number of questions to determine an accurate Lexile measure.

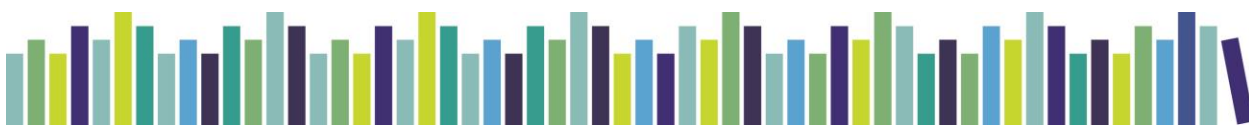




The bar graph above represents a sample of a student’s performance on one SOAR Test. Each question is numbered. Questions answered correctly are blue; incorrect answers are orange. Note how the level of test items adjusts to the student’s responses. This graph of SOAR Test performance is only a sample. The total number of questions and the Lexile of each question depend on individual student performance.

### Access Powerful Data and Actionable Reports

- Scholastic Online Assessment of Reading provides teachers with an accurate measure of students’ changing reading levels over time, enabling teachers to assess their students’ reading level, plan instruction accordingly, monitor progress, and evaluate teaching programs.
- Students’ test scores are automatically saved and can be viewed on the dashboard and in reports generated for individual students, classes, or year/grade levels. Reports can be shared with leaders. School leader reports that aggregate results for a year/grade, school, or group of schools are also available.
- Results are criterion- and norm-referenced, providing an overview of students’ reading abilities on a scale of text difficulty and how their results compare to other students.



## Motivate Progress by Supporting Independent Reading with the Right Books

Students who read independently are significantly more likely to outperform peers who do not read on their own (Anderson, Wilson & Fielding 1998). This applies to every level of performance, with improvements in overall achievement experienced by students reading at least 20 minutes a day.

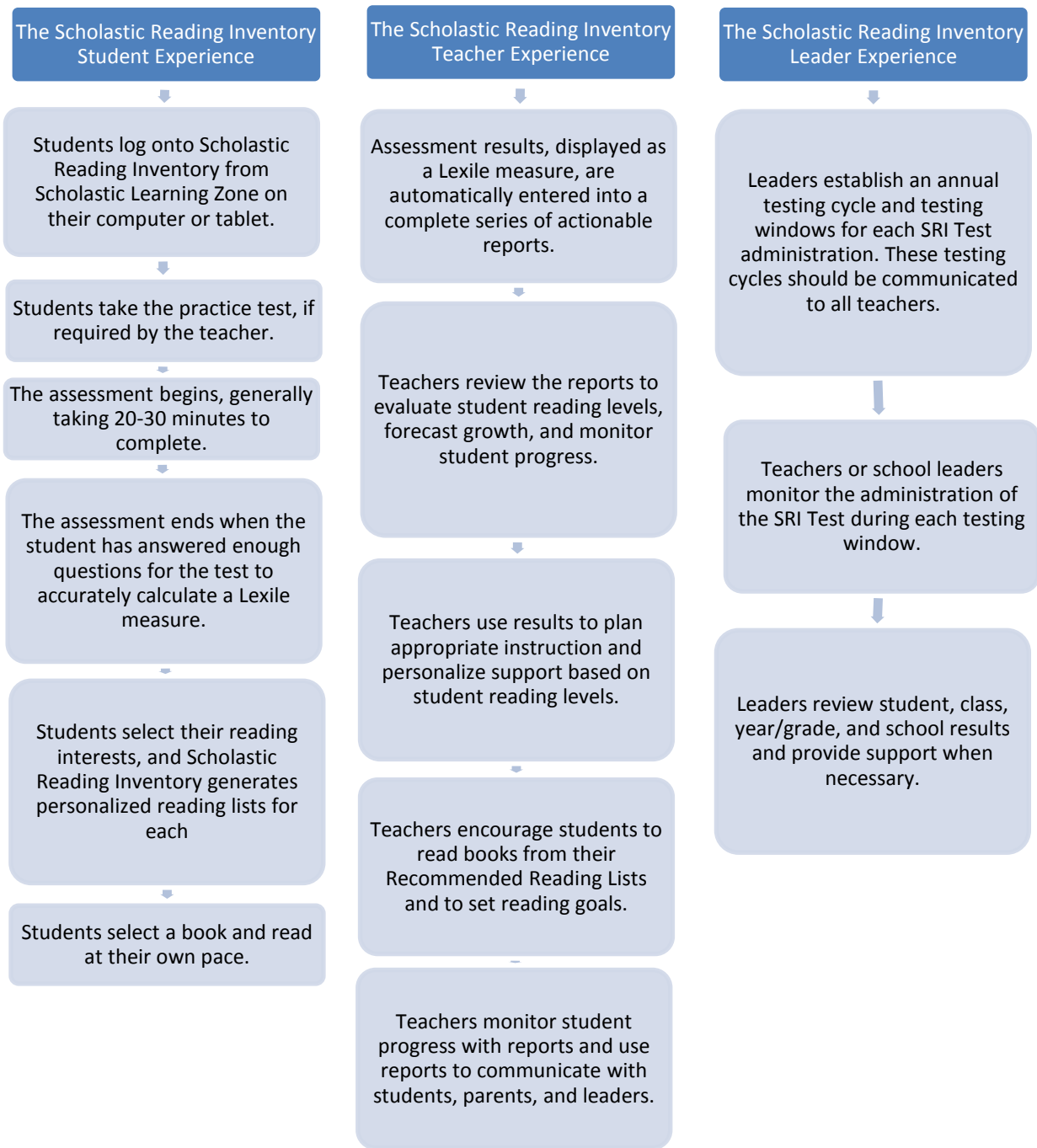
With Scholastic Online Assessment of Reading, students are matched to appropriate reading materials, both fiction and nonfiction, according to their Lexile level, their interests, and reading goals. Research demonstrates that readers make the most progress and develop lifelong reading habits when they are provided with books that match their reading level. Reading books that are too easy results in little challenge, and reading books that are too difficult results in frustration (Vygotsky, 1978). To provide students with opportunities to read text in their Targeted Reading Range (from 100L below to 50L above the student's Lexile), Scholastic Online Assessment of Reading uses the Lexile® Framework for Reading as a tool to match readers with texts. The Lexile Framework measures the complexity of text to help teachers and parents identify reading materials that will provide students with the appropriate challenge.

### Flexible Implementation Options

- Scholastic Online Assessment of Reading can be accessed at any computer (Mac or PC) or tablet. See system requirements for more details.
- The SOAR Test is appropriate for readers from 7 years of age.
- Settings can easily be adjusted to accommodate student needs.



## Scholastic Online Assessment of Reading Educator's Guide





## Getting Started with Scholastic Online Assessment of Reading

### Scholastic Learning Zone User Setup

Scholastic Online Assessment of Reading class organization is done through Scholastic Learning Zone (SLZ). SLZ administrators can use the Import Students feature to create usernames and passwords for students. You can include the students' Lexile scores if they are available from an older version of Scholastic Online Assessment of Reading (SOAR) or The Lexile Framework. Students must be assigned a year/grade level in order for the SOAR Test to be administered properly. Once the users have been created, use the Manage Subscriptions feature to give students access to Scholastic Online Assessment of Reading using the Subscribe Users tab. (See the [Scholastic Learning Zone User Guide](#) for more information on class organization).

Access the Manage Users area to create new user accounts



# Scholastic Online Assessment of Reading Educator's Guide

Setup users
Organize Users
Subscribe Users
Teacher Settings

Students
  Teachers and Administrators

**Manage Teachers and Administrators**

1. Check the boxes by teachers' and admins' names for the subscriptions you want them to access.
2. Teachers and admins will now see the icon for that subscription when they log in to the Zone. You can deny them access by returning to this page at any time and unchecking the boxes by their names.

**Manage Subscriptions**

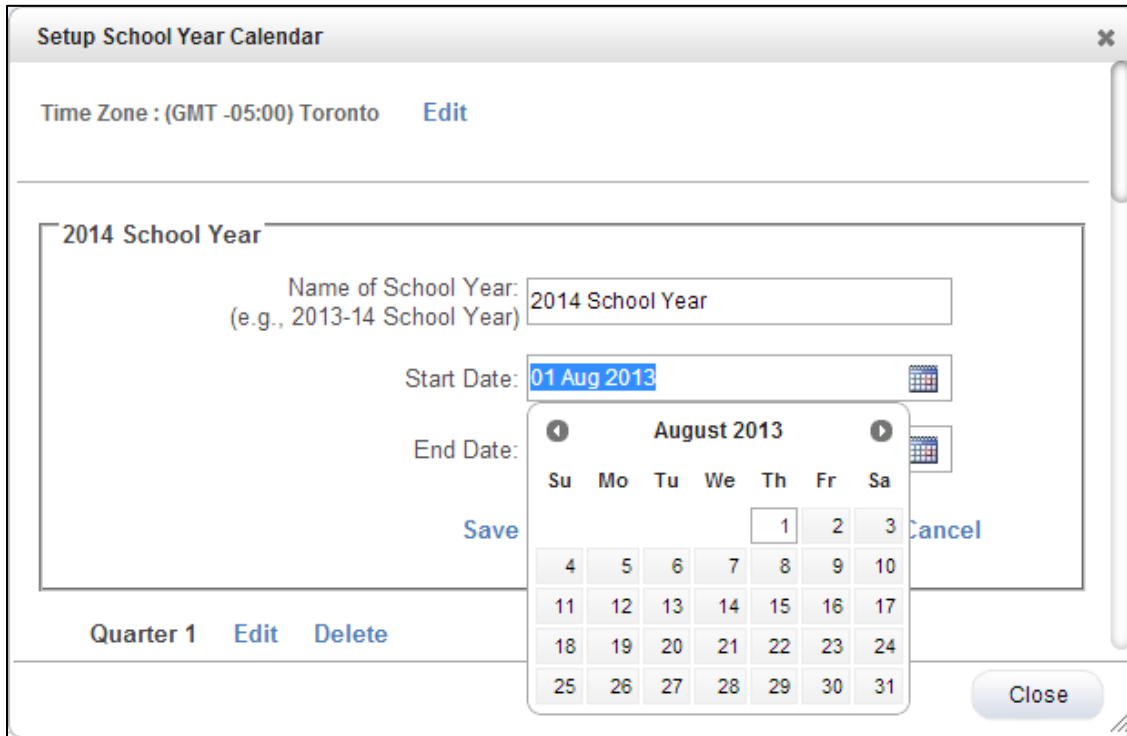
Teachers and Administrators	BookFlix <small>Subscribe all Unsubscribe all Available: 22 <a href="#">?</a></small>	Grolier Online <small>Amazing Animals of the World Subscribe all Unsubscribe all Available: 22 <a href="#">?</a></small>	Grolier Online <small>Grolier Multimedia Encyclopedia Subscribe all Unsubscribe all Available: 22 <a href="#">?</a></small>	Grolier Onl <small>The New Boo Knowledge Subscribe Unsubscribe Available: 22 <a href="#">?</a></small>
Gilmore, Emily (egilmore)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Cregg, CJ (cjcregg)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Dumbledore, Albus (adumble)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lee, Alison (alisonl)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taylor, Tami (ttaylor)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Click the checkbox to give the class or user access



### Managing Scholastic Learning Zone School Calendar

The Scholastic Online Assessment of Reading report default view is by school year. Prior to the first test administration, administrators should adjust the school year start and end dates using the calendar in SLZ. You can also review reports within a school year by adding optional marking periods to your school calendar. (See the [Scholastic Learning Zone User Guide](#) for more information on setting up your school calendar).



Customize your school year start and end dates prior to using Scholastic Online Assessment of Reading



## Managing Scholastic Online Assessment of Reading Settings

Administrators should adjust settings for their school group, school, classes, or individual students prior to administering the tests. Adjust the minimum window between SOAR Test dates if you will be using a different test schedule from the default settings (50 days). Teachers can set the quiz pass rate and minimum days between quiz attempts based on the needs of their students. Administrators can change the settings at any time or restore to default values by clicking the Restore Defaults button. (See the [Scholastic Online Assessment of Reading User Guide](#) for detailed steps on adjusting settings.)

## Changing Benchmark Proficiency Bands

Proficiency bands allow you to determine the level of performance students must demonstrate to meet certain reading performance standards for the texts at their year/grade level. The Benchmarks section of Scholastic Online Assessment of Reading allows school group leaders and school leaders to customize the benchmark proficiency bands for reporting SOAR Test scores.

Any educator using Scholastic Online Assessment of Reading can view the information in this section. However, only school leaders can make changes. This helps ensure that proficiency bands are consistent across an entire school or groups of schools, allowing for reliable growth-monitoring results. Any change will apply to the selected users.

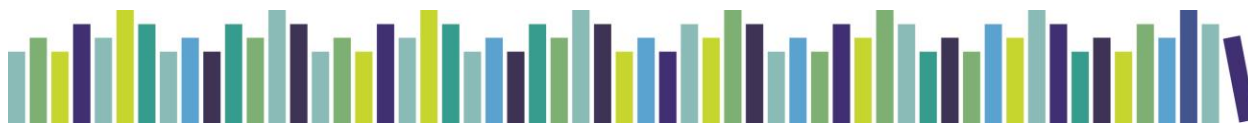
## Establishing a SOAR Testing Calendar

The SOAR Test results can be used for screening and placement decisions, as well as viewed throughout the year for monitoring individual, class, year/grade, and school progress.

## Establishing a SOAR Testing Cycle

It is recommended that students take the SOAR Test three or four times each year, with each test administration approximately 45-60 days apart. Spacing the assessments in this way allows time between tests for students to make gains through instruction, practice, and independent targeted reading, and for teachers to make informed instructional decisions.

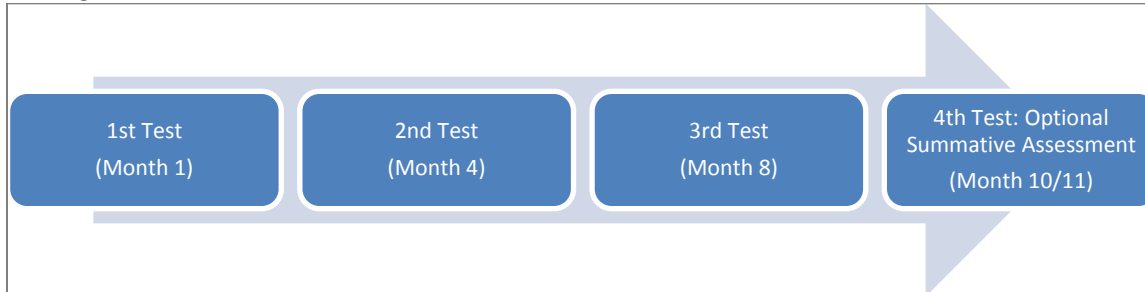
The starting point for each SOAR Test is determined by the student's previous performance. If schools have never administered the SOAR Test or Lexile Framework test before, it is suggested that schools complete an initial SOAR Test administration at the beginning of the year and a second administration



## Scholastic Online Assessment of Reading Educator’s Guide

approximately 45–60 days after, and then resume the regular schedule of midterm and end-of-year testing. This schedule will assist in providing greater accuracy of scores.

### Testing Administration Model



Sample school year test calendar with four administrations

### Establishing SOAR Testing Windows

In addition to establishing the total number of SOAR Test administrations within a school year, schools and school groups often establish “windows”— specific periods of time to administer each round of SOAR Test taking. Establishing a range of testing dates for each SOAR Test administration enables teachers and students to prepare for an optimal testing experience and address any challenges that may occur with the testing experience. Establishing school- or school group-wide testing windows also ensures that accurate growth comparisons can be made. Many schools and school groups establish common testing windows of two to four weeks.



## Assess Student Reading Comprehension with the SOAR Test

### Understanding the SOAR Test Results

SOAR Test results are based on the Lexile Framework for Reading, a scientifically accurate system for measuring readers' comprehension levels and then matching them to texts.

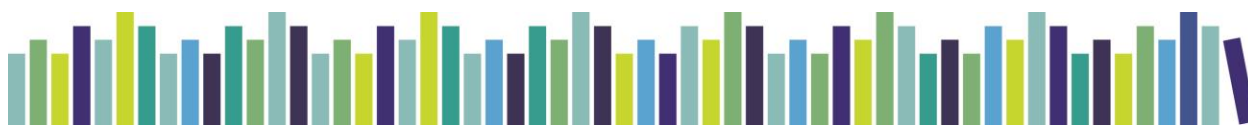
#### Lexile Measures

*Lexile Reader Measure:* A Lexile reader measure is generated from the results of the SOAR Test.

*Lexile Text Measure:* A Lexile text measure is the specific number assigned to any text, based on analysis conducted by MetaMetrics. A Lexile text measure is based on two strong predictors of how difficult a text is to comprehend: word frequency (semantics) and sentence length (syntax). Lexile text measures are rounded to the nearest 5L and range from BR to 1700L+. Text measures at or below 100L are reported as BR for Beginning Reader.

#### Targeted Reading

The Lexile Framework is a system that matches readers to texts. It is based on research that demonstrates that independent readers will be successful and grow in reading ability when they are matched to appropriately challenging texts. The framework determines the text complexity (Lexile text measure) of any written material, as well as a student's reading comprehension level (Lexile reader measure). When a reader and text are matched (i.e., have the same Lexile measure), the reader will have a positive and rewarding reading experience. When the text is too difficult for a reader, the reader can become frustrated. If the text is too easy, the reader is often bored. When the text is just right for the reader, the reader can understand what he or she is reading, and still be challenged enough to actively apply and build reading skills, such as building their vocabulary by reading words in context, responding to text, and improving reading comprehension. The optimal level for independent reading growth, what is referred to as targeted reading, is when texts and students are matched within the range of 50L above to 100L below the student's Lexile measure. Matching students appropriately to texts fosters motivation for reading independently.



	Reader’s Level	Comprehension Level	Book Level
<b>Too Hard</b>	500L	25%	1000L
	750L	50%	1000L
<b>Optimal Level of Growth of Independent Reading</b>	1000L	75% Optimal Demand for Growth	1000L
<b>Too Easy</b>	1250L	90%	1000L

The Lexile Framework levels both fiction and nonfiction texts from high-quality literature to newspapers and magazines, for beginning readers (under 100L) up to university or graduate school readers (1700+L). Thousands of books have been leveled according to the Lexile Framework. Year/grade-level ranges and performance standards correlate to Lexile text measures, providing a common frame of reference through which teachers can view student performance.

SOAR Test results are actionable because teachers can guide instruction as well as book choice based on each student’s test score (Lexile score)—leading to reading success. Understanding this system allows students, teachers, and leaders to draw useful conclusions from Scholastic Online Assessment of Reading reports, make informed choices about intervention and instruction, and promote independent reading.

Of course, targeting the reader with the Lexile Framework or any other system is only a starting point. Individual readers’ level of motivation and their goals, their subject-matter interests, and the qualitative aspects of a text, such as text structure, levels of meaning, and age appropriateness, must also be taken into account. Also, with independent reading, the goal is not always growth. Students may read texts outside those parameters for other reading purposes. Lexiles are typically used to set academic growth goals. Recommended Lexile level varies based on independent reading purpose.



## SOAR Test Validity and Reliability

The SOAR Test is a research-based assessment that has been field-tested and validated to ensure that it is a reliable indicator of reading comprehension.

### Field Testing

The SOAR Test is based on the Lexile Framework of Reading. A linking study between the SOAR Test and the Lexile Framework developed normative information based on a sample of 512,224 students from a medium-to-large U.S. state. The sample's distributions of scores on norm-referenced and other standardized measures of reading comprehension are similar to those reported for national distribution.

### Validity

Validity indicates whether the test measures what it is supposed to measure. There are several ways to examine the validity of a test like the SOAR Test. Each type of validation asks an important question about the test.

- **Content Validity:** Does the test sample important content related to what the test is supposed to measure?
- **Construct Validity:** Does the test measure the theoretical construct (or trait) it is supposed to measure?
- **Criterion-Related Validity:** Does the test adequately predict the test-taker's behavior in a specific situation?





### Content Validity

The SOAR Test consists of short passages and questions that measure comprehension by focusing on skills readers use when studying written materials from a variety of content areas. These skills include identifying details, drawing conclusions, and making comparisons, which are the component skills of reading comprehension.

#### *Passage Selection*

SOAR Test passages are selected from authentic texts that students encounter both in and out of the classroom, such as textbooks, literature, magazines, and newspapers. Passage topics span a variety of interest areas. Each passage develops one main idea or contains information that comes before or after the passage in the source text. No prior knowledge is required to understand a passage.

#### *Item Format*

Each test question, or item, has a statement and four answer choices. This is considered an embedded completion item format, which has been shown to accurately measure the ability to draw inferences and establish logical connections between ideas.

Statements are written to enable students to arrive at the correct answer by comprehending the passage. All four answer choices are plausible when the statement is read independently of the text. Item reading levels are controlled to be easier than the most difficult word in the passage.

Below are sample items at various Lexile levels that might appear on a SOAR Test.



Sample Item	Lexile
<p><b>Q.</b> Polar bears are powerful swimmers. They have two layers of fur and a thick layer of fat. Fur even grows over the bottom of their paws. These layers protect polar bears from the freezing Arctic waters they hunt in. Puffins also hunt in the waters of the Arctic. They have thick waterproof feathers to protect them from the cold, and a big beak for storing fish.</p> <p><b>Arctic animals</b> _____.</p> <p><b>A.</b> adapted  <b>B.</b> invaded  <b>C.</b> cooperated  <b>D.</b> healed</p>	700L-850L
<p><b>Q.</b> The Sun shines down from space. It takes eight minutes for the Sun's light to reach Earth. The Sun is much closer to Earth than other stars. That is why it looks so big. Hello, bright yellow Sun! The Sun is a star. The Sun is so big that one million Earths could fit inside it.</p> <p><b>The Sun is</b> _____.</p> <p><b>A.</b> huge  <b>B.</b> rocky  <b>C.</b> rough  <b>D.</b> weak</p>	400L-550L
<p><b>Q.</b> I know how to fly a kite! It will fly if you run that way. How did you know? Look at it fly! I didn't know it would fly so far!</p> <p><b>The kite was</b> _____.</p> <p><b>A.</b> high  <b>B.</b> last  <b>C.</b> dark  <b>D.</b> wet</p>	100L-250L



### **Construct Validity**

The SOAR Test was examined for construct validity using several measures, including developmental changes in test scores and correlation with similar tests that measure reading comprehension.

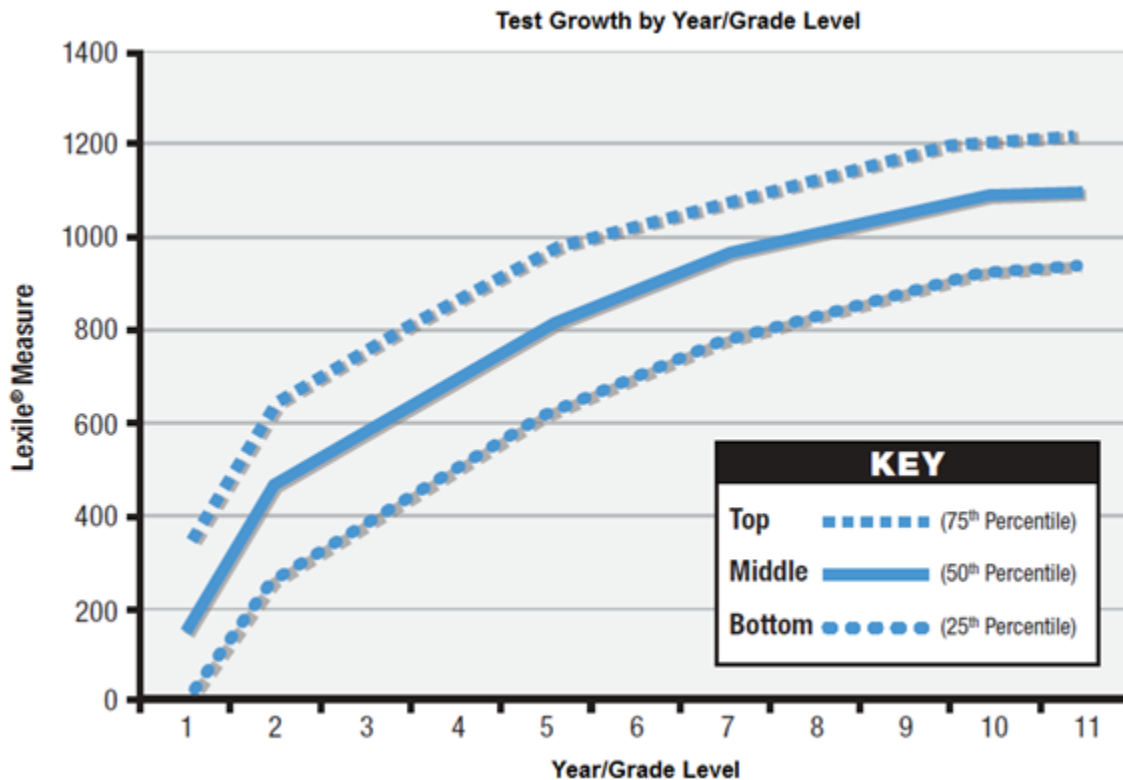
### ***Developmental Nature of the SOAR Test***

Reading is a skill that typically develops with age—as students move up through school and read more, their skills improve, and they are able to access more complex texts. Multiple studies indicate that performance on the SOAR Test (formerly the SRI test or Lexile Framework test) increases with year/grade level. However, because growth in reading is uneven, with the greatest growth usually taking place in earlier years, SOAR Test measures should show a similar trend of decreasing gains as year/grade-level increases. Indeed the studies also demonstrate that the growth is not a straight line slope; that is, the growth in earlier years is steeper than growth in later year/grade levels, which supports the construct validity of the SOAR Test.

The graph below displays growth by year/grade level.



## Scholastic Online Assessment of Reading Educator's Guide



The chart below displays the correlation between SOAR Test Lexile levels and their equivalent year/grade levels for the standard Scholastic Online Assessment of Reading proficiency band benchmark. These proficiency bands can be adjusted within the Literacy Pro Benchmarks section. They indicate the Lexile range of texts students are expected to read for their year/grade level.

### Standard Benchmark Proficiency Bands

Year/Grade	Below Basic (Far Below Year/Grade Level)	Basic (Below Year/Grade Level)	Proficient (On Year/Grade Level)	Advanced (Above Year/Grade Level)
1	N/A	BR-99L	100L-400L	401L-1700L+
2	BR-99L	100L-299L	300L-600L	601L-1700L+
3	BR-249L	250L-499L	500L-800L	801L-1700L+
4	BR-349L	350L-599L	600L-900L	901L-1700L+
5	BR-449L	450L-699L	700L-1000L	1001L-1700L+



## Scholastic Online Assessment of Reading Educator's Guide

<b>6</b>	BR-499L	500L-799L	800L-1050L	1051L-1700L+
<b>7</b>	BR-549L	550L-849L	850L-1100L	1101L-1700L+
<b>8</b>	BR-599L	600L-899L	900L-1150L	1151L-1700L+
<b>9</b>	BR-649L	650L-999L	1000L-1200L	1201L-1700L+
<b>10</b>	BR-699L	700L-1024L	1025L-1250L	1251L-1700L+
<b>11</b>	BR-799L	800L-1049L	1050L-1300L	1301L-1700L+
<b>12</b>	BR-799L	800L-1049L	1050L-1300L	1301L-1700L+

Here is an example of the benchmarks adjusted for Global English Language Learners proficiency bands.

### *Global English Language Learners Benchmark Proficiency Bands*

Year/Grade	Level 1	Level 2	Level 3	Level 4
<b>1</b>	N/A	N/A	N/A	N/A
<b>2</b>	BR-120L	125L-220L	225L-415L	420L-1700L+
<b>3</b>	BR-230L	235L-320L	325L-515L	520L-1700L+
<b>4</b>	BR-350L	355L-420L	425L-735L	740L-1700L+
<b>5</b>	BR-490L	495L-570L	575L-825L	830L-1700L+
<b>6</b>	BR-535L	540L-645L	650L-920L	925L-1700L+
<b>7</b>	BR-640L	645L-710L	715L-965L	970L-1700L+
<b>8</b>	BR-670L	680L-765L	770L-1005L	1010L-1700L+
<b>9</b>	BR-730L	735L-795L	800L-1045L	1050L-1700L+
<b>10</b>	BR-775L	780L-825L	830L-1075L	1080L-1700L+
<b>11</b>	BR-820L	825L-865L	870L-1180L	1185L-1700L+
<b>12</b>	BR-830L	835L-895L	900L-1180L	1185L-1700L+

In addition, Scholastic can partner with school boards, districts and Ministries of Education to conduct studies to develop locally-specific performance bands. Contact your local Scholastic office or customer support for more information.

### **Criterion-Related Validity**

The Lexile Framework is correlated with a number of other standardized reading comprehension tests. The following norm-referenced and criterion-referenced tests have been correlated to, or linked to, the Lexile Framework:

- Test of English as a Foreign Language (TOEFL)
- TerraNova (CAT/6 and CTBS/5)
- Tests of Adult Basic Education (TABE)
- Stanford Achievement Tests (Ninth and Tenth Editions)



## Scholastic Online Assessment of Reading Educator’s Guide

- Metropolitan Achievement Test/8 (MAT)
- ERB: Comprehensive Testing Program, 4th Edition (CTP 4)
- The Iowa Tests (ITBS and ITED)
- Gates-MacGinitie Reading Tests, Fourth Edition
- Dynamic Measurement Group: Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

To be useful, assessment results should be reliable—stable, accurate, and dependable. A test’s accuracy is estimated by a number called the standard error of measurement (SEM). The SEM provides information about how accurately a test is able to measure a student’s level. Once the SEM in a test score is known, it can be taken into account when reviewing test results. In reality, all test scores include some measure of error, or level of uncertainty.

The computer algorithm that controls the administration of the the SOAR Test uses a statistical procedure designed to estimate each student’s ability to comprehend text. The algorithm uses prior information about students’ levels to control the selection of questions and the calculation of each student’s reading ability after they respond to each question. When students take a computer-adaptive test, they all receive approximately the same raw score, or number of items answered correctly. This occurs because all students answer questions that are targeted for their unique level—not questions that are too easy or too hard.

Because each student takes a unique test, the SEM associated with any one score or student is also unique. The initial SEM, or uncertainty, for a Lexile score is shown in the table below. When students are appropriately targeted at the year/grade level, the more questions the student answers, the more the SEM decreases.


*Mean SEM on the SOAR Test by Extent of Prior Knowledge*

Number of Items	SEM Year/Grade Level Known	SEM Year/Grade and Reading Level Known
15	104L	58L
16	102L	57L
17	99L	57L
18	96L	57L
19	93L	57L
20	91L	56L
21	89L	56L



22	87L	55L
23	86L	54L
24	84L	54L

### SOAR Test Student Experience



Welcome, Diana Literacy Pro Demo School

[Logout](#)

Diana Barry

## Hi, Diana!


My Lexile

461L


Test Date

15 Dec 2015


My reading interests:



Action &  
Adventure



Folktales &  
Legends



Space

Edit Reading Interests →

Here are some great books to read!

Print

Library	Title	Author	Lexile	GRL	Word Count	Reading Interest	Literacy Pro Library
	Two Bullies, The	Junko Morimoto	370L	N	647	Action & Adventure Folktales & Legends	
	If The Shoe Fits	Sarah Mlynowski	420L		26517	Action & Adventure	



Hi Diana!

It's time to take an SOAR Test.

This test will give you a Lexile measure that makes it easy to find books that are just right for you.

Ready?

[Let's Get Started](#)

This test is only available to students when they have a test available to take, as set in the SOAR Test Settings. The link opens a screen that introduces the SOAR Test. Click **Let's Get Started** to begin the test.

**Directions:**

For each item, you will read a short passage and then complete a sentence about what you've read.

Select your answer by choosing the word that best completes the sentence.

When you are ready, select the [Next →](#) button or press the Enter key to move on to the next question.

If you want to skip a question, select the [Skip ↗](#) button.

You may skip up to three questions.

[Exit](#) [Let's Get Started](#)

This screen gives the test directions. The test may begin with practice questions, depending on your SOAR Test settings. Students may exit the test at any time, and the test session will be saved. Click **Let's Get Started** to continue with the test, or click **Exit** to exit the test.





The loud sound of a bugle fanfare filled the air, and Amazin' Eddie came out from behind the curtains. Now he had a blue satin jacket on over his T-shirt. He strode over to the microphone. The fanfare music stopped.

The show was \_\_\_\_\_.

- A delayed
- B long
- C starting
- D expensive

3 skips left

The student may read each question, and then click the desired answer choice. Clicking a choice activates the **Next** button. Click it to record the answer and move to the next question.

When the practice questions are finished, students see a message saying the rest of the questions will be scored. They click **Go On** to continue.

The scored questions look and function the same way as the practice questions, but now students have the option to skip questions. Students may skip up to three questions. To skip the question, click **Skip**. Students will see how many available skips they have left onscreen.



**Congratulations, Diana! You have finished the test.**

My Lexile      Your Lexile measure is 732L.

---

732L      Now, you can either exit or create a reading list.  
What would you like to do?

[Exit](#)      [Create My Reading List](#)

When students finish the SOAR Test, they may see their results, depending on the SOAR Test settings. Click **Exit** to exit the test, or to use the Lexile measure to create a Recommended Reading List, click **Create My Reading List**.



## Tips for Administering the SOAR Test

Establish a plan and structure for administering a SOAR Test. Share the plan with students and create a comfortable environment to maximize student performance.

### Create a Comfortable Assessment Experience

- Emphasize that the purpose of the SOAR Test is to find out how well students are reading.
- Explain the test format to students and go over several sample items aloud with the class.
- Model a test on an interactive whiteboard or projector to familiarize students with the format.
- Make sure students have the basic computer skills necessary to complete the assessment.
- Inform both students and parents ahead of time when the assessment will be administered.
- Explain that the test is not a race and not meant to be competitive, so students should take their time to complete the assessment.
- Explain the computer adaptive nature of the test: that students cannot return to previous questions, that they can skip up to three questions without penalty, and that the questions should seem harder as they progress.

### Administering the Test in Different Environments

- The SOAR Test can be administered wherever computer systems are available: in the classroom, in a computer lab, in a library media center, or even at home. Typically, students take between 20 and 30 minutes to complete the test.
- For classroom test environments, test students throughout a week. Assign time slots for students to take the test each day. Be sure to give students enough time, particularly younger students or students with special needs. When students are taking tests, organize quiet activities for the rest of the class so that test-takers are not disturbed.
- When there is a computer for every student, administer the test to all students at one time. Do not put a time limit on the test. Students will finish at different times. Allow students who finish before others to read silently upon completing the test, so that other students are not disturbed.

### Moderating Test Taking

- Make sure that you or another adult is available to answer questions during testing, or to help if there are technical problems with the computer.



## Scholastic Online Assessment of Reading Educator's Guide

- Assist younger students as they get started, if necessary, by helping them log on to Scholastic Learning Zone and enter their passwords.
- Make sure that students pay attention to the directions before the test begins. If the students are unable to read the directions, read the directions aloud to them. Ask if everyone understands the directions.
- Emphasize that students will take a Practice Test the first time they take the test, if you have decided to use this feature.
- Encourage students to use headphones if they need help concentrating or avoiding distraction.
- On subsequent administrations, review the test procedures to ensure that each test is taken correctly, with the same degree of seriousness. Inform students that subsequent tests begin at the reading level where they left off, which may make the initial questions seem more challenging.



## Using Scholastic Online Assessment of Reading Results

### Scholastic Online Assessment of Reading Reports: An Overview

Another powerful feature of Scholastic Online Assessment of Reading is its ability to generate data that can immediately be used in the classroom to monitor and assess student progress. Scholastic Online Assessment of Reading analyzes the results gathered from the SOAR Tests and presents this information in a series of clear, understandable reports that will help you track reading growth over time and evaluate progress towards proficiency goals. Scholastic Online Assessment of Reading reports will help you effectively assess where your students are now and guide them where they need to go.

With Scholastic Online Assessment of Reading reports, you can:

- detect trends in reading growth.
- review Lexile measures, performance standards, and normative information at student, class, year/grade, school, and school group levels.
- match student interests and reading skills to appropriate books.
- identify situations that might require additional support or extension.
- facilitate administrative tasks.
- view an overall snapshot of a class, year/grade, school, or group of schools.



## Scholastic Online Assessment of Reading Educator's Guide

### Scholastic Online Assessment of Reading Reports: Purposes Chart

Scholastic Online Assessment of Reading reports serve specific purposes to meet the needs of teachers, students, families, and leaders. The chart below explains these purposes and how the reports meet the distinct interests of each audience.

Report Type	Audience	Examples
<b>Progress Monitoring</b>	Teachers and leaders can use these reports for ongoing progress monitoring.	<ul style="list-style-type: none"> <li>• Lexile Growth Report</li> <li>• Expected Lexile Growth Report</li> <li>• Lexile History Report</li> <li>• Reading Proficiency Report</li> </ul>
<b>Instructional Planning</b>	Teachers can use these reports to plan further instruction and intervention.	<ul style="list-style-type: none"> <li>• Reading Report Card</li> </ul>
<b>Alerts &amp; Acknowledgments</b>	Teacher will receive these reports automatically when viewing a class or student.	<ul style="list-style-type: none"> <li>• Incomplete Test Alert</li> <li>• Alerts Report</li> </ul>
<b>School-to-Home</b>	Families will appreciate these reports, which may be sent home or shared during conferences.	<ul style="list-style-type: none"> <li>• Parent Letter</li> <li>• Recommended Reading Lists</li> </ul>

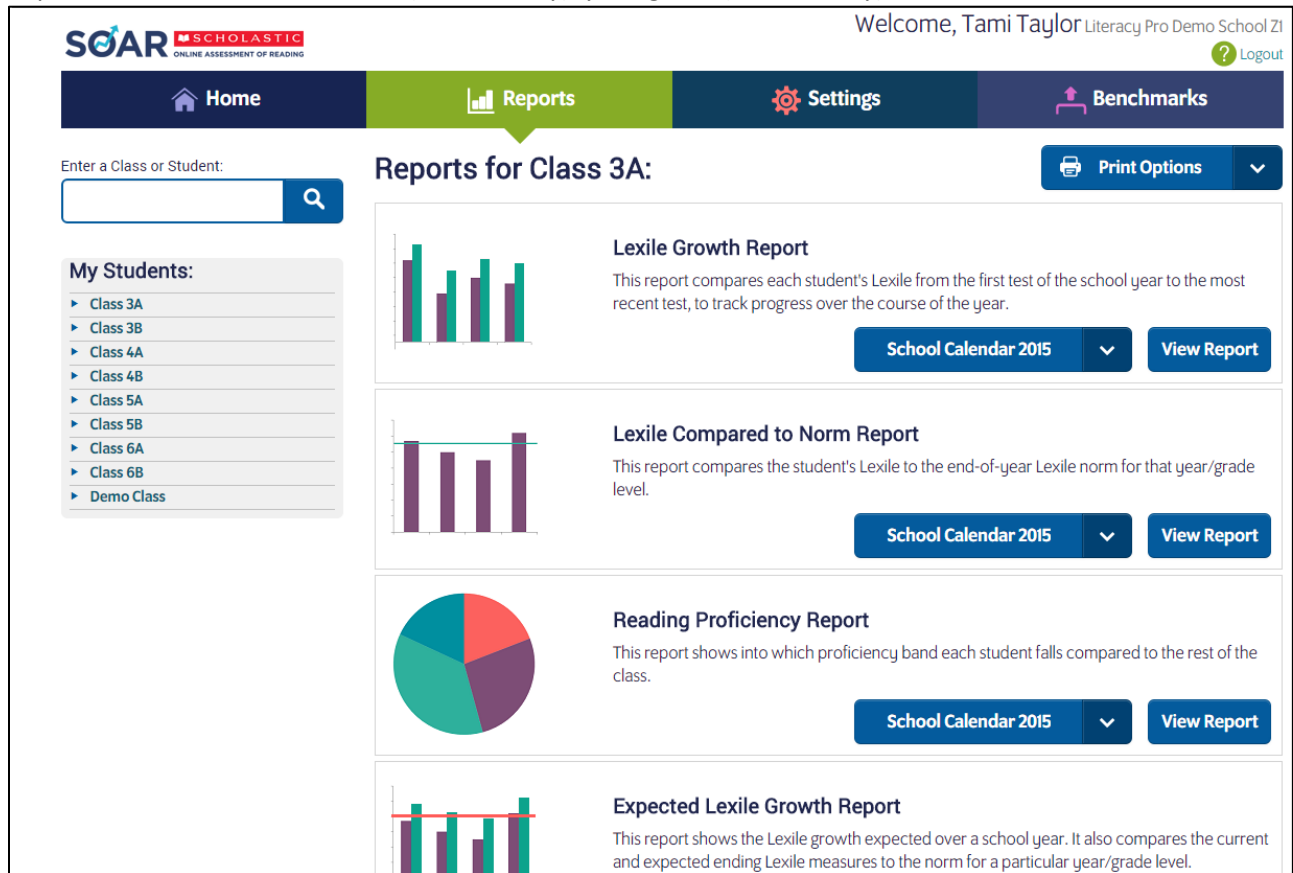


### Scholastic Online Assessment of Reading Reports: At a Glance

Each time students complete an SOAR Test, results are immediately available as key metrics on the Scholastic Online Assessment of Reading home dashboard and as a series of reports designed for teachers, school leaders, and students.

Below you’ll find a quick review of features all Scholastic Online Assessment of Reading reports have in common.

Reports can be viewed for school (leaders only), year/grade (leaders only), class, and student data:




Each report opens in a separate window with visual display options:





## Each report includes:

- **Report Name and Description:** This provides a guide to the purpose of the report and a summary description.
- **Customized Information:** This area shows you the students, classes, year/grade levels, schools, or school group you have selected. This area usually includes such information as school name, student name, class name, student year/grade, and their current results.
- **Purposeful Data:** In addition to providing you with basic information about student results and test dates, each Scholastic Online Assessment of Reading report is designed to fulfill a specific purpose. For example, the Reading Proficiency Report helps you monitor class progress against performance standards.
- **View Formats:** Each report is available in a table view and most reports are also available in a graph format to provide a quick and powerful visualization of student data.
- **Export Facilities:** Reports can be downloaded, printed and saved for student records.

You can view detailed examples of all the reports in the Appendix.



## Using Scholastic Online Assessment of Reading to Motivate Reading

### Using Lexiles for Instructional and Independent Reading

A comprehensive reading program includes both instructional and independent reading. Instructional reading provides students with an opportunity to build skills. Independent reading is necessary for students to grow as readers, practice and improve reading skills, and develop a love of reading.

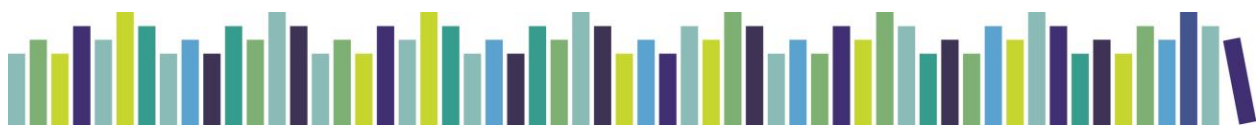
The charts on the following pages indicate how texts with different Lexile reading ranges can be used in a reading environment that consists of instructional and independent reading. While students are targeted at their Lexile measures, they can also read books within a Lexile reading range; that is, a number of Lexile measures above and below their measures.

The charts on the next pages indicate the ranges that can be used for different independent and instructional reading purposes. Think of a sliding scale as you consider what level of material is appropriate for students in different reading contexts. When students read below their Lexile measure (as much as by 250L), they encounter text that is targeted to their independent level and becomes increasingly easy for them to read. When students read above their Lexile measure (as much as 250L), they encounter text that challenges them and should be targeted for instructional purposes. Within the instructional and independent reading zones, books may be used for a variety of purposes as illustrated in the charts.



*Independent Reading*

Lexile Reading Range	Purpose	Recommended Context	Student Experience
<b>100L to 250L below</b> the student’s Lexile Measure	Read to build fluency and confidence.	Motivate readers to engage in reading for pleasure. Text at this range is optimal for reluctant and remedial readers.	<b>Fluent</b> Reader experiences automaticity with text. Both the vocabulary and syntax the reader encounters are easy.
<b>50L above to 100L below</b> the student’s Lexile measure	Build comprehension skills and acquire new vocabulary while reading independently	This is optimal when the student has selected the book and is interested in the topic.	<b>Challenging</b> Student demonstrates a sufficient control of vocabulary and syntax to get over hurdles that he or she encounters, with relative ease. An appropriate level of challenge – neither frustration nor boredom will occur.
<b>50L and above</b> the student’s Lexile measure	Read for challenge.	Only use text at this level if the student has prior knowledge or deep interest or confidence in the subject of the book.	<b>Frustrating</b> This is the student’s frustration zone, except in cases where the student has a deep interest or confidence in the subject of the book.



*Instructional Reading*

Lexile Reading Range	Purpose	Recommended Context	Student Experience
<b>100L to 250L below</b> the student's Lexile Measure	Skill instruction for remedial or reluctant readers.	Use text at this level with reluctant or remedial students and to help students master a challenging subject or skill.	<b>Easy</b> The student will experience fluency with the text and can focus on mastering more advanced reading skills.
<b>50L above to 100L below</b> the student's Lexile measure	Skill instruction that focuses on teaching new or difficult skills and subjects.	Use text at this level when asking students to read independently as you instruct. One-on-one support is not needed.	<b>On-Level</b> The student will read with confidence and control, as well as with the appropriate level of challenge to grow as a reader.
<b>50L and above</b> the student's Lexile measure	Skill instruction that exposes students to new vocabulary, difficult syntax, and challenging literary features. Challenge students to grow as readers, building new vocabulary and skills.	Use text at this level when providing one-on-one support to the student, in small-group instruction, or during read alouds.	<b>Challenging</b> The student will not be able to read the text independently, but with the right amount of support, he or she will build reading skills.

**Using Lexile Measures in Your Classroom**

Within any one classroom, there will be a range of readers and a range of complexity of reading materials. For example, within a year/grade 5 classroom, students may be reading from year/grade 3 to year/grade 8 levels. Therefore, in the year/grade 5 classroom, there need to be texts at appropriate levels of complexity. As long as students are reading materials within their targeted Lexile range, they



## Scholastic Online Assessment of Reading Educator's Guide

are forecasted to comprehend what they read and will be able to practice the same skills as those reading above or below them.

Once you know the Lexile measures of your students, there are a number of ways you can use that knowledge to maximize reading instruction. Here are some tips to consider for successfully teaching in a classroom with a range of Lexile measures.

### Whole Class Reading

- Consult the Reading Proficiency Report (see Reports Guide in the Appendix) to determine an appropriate level at which to select a book for whole class reading. Make sure to select a book that is no more than 250L above the lowest measure in your class. Provide extra instructional support to students who are reading text that is more than 50L above their measure.
- Select books that represent the different Lexile measures in your class and that connect to the themes and topics you are studying, as well as the core reading programs you are using. For example, if you are studying dinosaurs, select five different books on that topic that correspond to the different Lexile measures in your class. You can use the Lexile Framework website to search for even more books: <http://www.lexile.com/>
- Select books at a higher Lexile measure if you are reading books aloud to the whole class or are using audiobooks. Students listen at a higher comprehension rate than that at which they read. Discuss the books and model reading strategies, such as comparing text to personal experience.
- Model reading strategies regularly, including making inferences, drawing conclusions, summarizing and visualizing text, identifying the main idea, and asking questions while reading, to make sure that all students receive the support that they need to become successful independent readers.
- Provide a variety of assignments for students to respond to text in different ways through writing, speaking, acting, etc.

### Group Reading

- Assemble students into small reading groups according to their Lexile measures and interests. Ask each group to select common texts on their Literacy Pro Recommended Reading Lists to read and discuss. Assign group projects that provide responses to the books that have been read.
- Provide a sequenced approach when selecting reading materials for reading groups that are within each group's Lexile reading range. (Consult the Reading Proficiency Report to identify the



## Scholastic Online Assessment of Reading Educator's Guide

group's Lexile reading range.) Start with easier texts at the beginning of the year and then move to more challenging texts.

### Independent Reading

- Select books that match each student's current reading level. Include texts that are within the student's fluent (100L–250L below level) and targeted (100L below to 50L above) ranges. Allow students to select their own texts as well. Students are motivated to read when they read books at appropriate levels and about topics that interest them.
- Encourage students to read books from their Scholastic Online Assessment of Reading Recommended Reading Lists.
- Encourage students to read above their Lexile measures when the text is on a topic which interests them. Their familiarity with the topic, as well as their background and vocabulary knowledge, allow them to read at a more challenging level.
- Guide students who are reading about an unfamiliar or difficult topic to choose texts at the lower end of, or below, their Lexile range. Reading lower-level texts can help them gain the necessary background information to continue reading and understanding the material.
- Set personal goals with students to read a set number of books within their targeted range.
- If school privacy rules allow, reward students who have reached their goals by posting their names and goals on the bulletin board.

### Instructional Reading

- When instructing students one-on-one or in small groups, choose texts with a Lexile measure that is higher than the student's current measure (up to 250L above). With the proper guidance, scaffolding, and support, the reader is capable of comprehending more challenging materials.
- When teaching a new and challenging subject, or working with students on a difficult reading skill, select texts that are on or below the students' Lexile measures so that their comprehension level is high.
- Encourage students to select their own books within their Lexile reading ranges on topics that interest them.
- Give students extra credit if they write book reviews on books from their Recommended Reading Reports.
- Create a book corner in your classroom or library media center to highlight books that are on students' Recommended Reading Lists.



## Scholastic Online Assessment of Reading Educator’s Guide

- Send the Recommended Reading Lists home to encourage families to help children select appropriate reading material.
- Ask students to respond to books on their Recommended Reading Lists, both orally and in writing.

### Extending Independent Reading with Scholastic Online Assessment of Reading

#### Reading Voluminously

The reciprocal effects of reading volume and academic achievement are described in research (Juel, 1988; Juel, Griffith, & Gough, 1986; Stanovich, 1986) and illustrated in the chart below. During reading instruction, younger students need time either in school or outside of school to focus on independent reading, and older students need opportunities to discover texts that transform reading from just an assignment to a personal activity.

*Variation in Amount of Independent Reading (Year/Grade 5)*

Percentile*	Independent Reading Minutes (Per Day)	Words Read (Per Year)
98%	65.0	4,358,000
90%	21.1	1,832,000
80%	14.2	1,146,000
70%	9.6	622,000
60%	6.5	432,000
50%	4.6	282,000
40%	3.2	200,000
30%	1.3	106,000
20%	0.7	21,000
10%	0.1	8,000

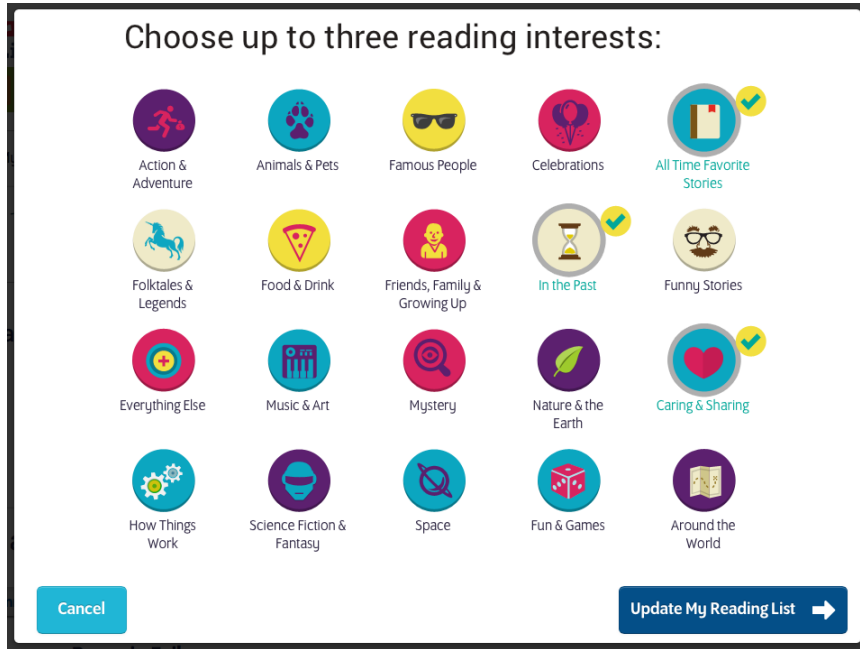
Anderson, et al. (1998). Adapted by Cunningham and Stanovich (1998). \*Based on amount of reading.



## The Student Independent Reading Experience

### 1. Reading Interest Screen

Before creating a reading list, in Scholastic Online Assessment of Reading, students are asked to select three topics of interest. These interests will be reflected in their reading list. Reading interests can be changed at any time.



### 2. Recommended Reading List

Then, a student may select a book to read. Students will see their personalized Recommended Reading List on the home page.

The titles on the student’s reading list are populated based on the student’s Lexile level, year/grade level, and selected reading interests. Students can sort the titles listed by Recommended (titles in their targeted reading range: 100L below and 50L above their Lexile level), Fast Find (titles within 5-10L of their Lexile level) and What’s New (only newly added titles in their targeted reading range).





## Scholastic Online Assessment of Reading Educator’s Guide

Scholastic Online Assessment of Reading offers two levels of book interests--younger and older--with genre labels and icons appropriately tailored to developmental levels.

Once a student has a recorded Lexile score, that score is used by the program to generate the Recommended Reading List, providing titles that are within the student’s targeted Lexile range and are age appropriate.

My reading interests:

Around the World

Animals & Pets

Music & Art

[Edit Reading Interests](#)

Here are some great books to read! Print

Library	Title	Author	Lexile	GRL	Word Count	Reading Interest	Literacy Pro Library
	Journey Home, The	Isabelle Holland	770L	S	41344	Around the World Music & Art Animals & Pets Friends, Family & Growing Up In the Past Action & Adventure	
	Songs My Granda Sang	Sally Denmead	710L		1200	Around the World Music & Art Friends, Family & Growing Up	
	Burnt Stick, The	Anthony Hill	840L		4632	Around the World Music & Art Friends, Family & Growing Up In the Past Everything Else	
	Cricket in Times Square, The	George Selden	780L	S	25089	All Time Favorite Stories Music & Art Animals & Pets Friends, Family & Growing Up	
	Where in the World	Simon French	760L	P	37264	Around the World Music & Art Friends, Family & Growing Up Action & Adventure	

The Recommended Reading List is dynamic to give students a different selection each time they log into the program. Students can choose new reading interests each time they log in, as well. Teachers can give students the option to print their reading lists.



## How Teachers Can Guide and Encourage the Independent Reading Experience

### Step-by-Step Instructional Practice

The instructional cycle of Scholastic Online Assessment of Reading typically follows these six steps:

1. **Administer the SOAR Test:** Establish Student Lexile measure with the SOAR Test
2. **Set Goals:** Work with students to establish personal, group, and class goals.
3. **Recommend Books:** Guide students in the book selection process.
4. **Encourage Student Involvement:** Keep students reading.
5. **Conference with Students:** Meet with students regularly, both formally and informally, to discuss goals. Use reports to discuss and assess performance.
6. **Reward Reading Achievement:** Create a viable reward and recognition system in the classroom, school, district, and community.



## Sharing Results with Families

Families are a critical link in each student's reading progress. Maintain contact with families throughout the year, sharing achievements and concerns with parents as they happen.

### Collaborating With Families

- Send home letters introducing and providing classroom updates to the family.
- Schedule conferences to discuss any concerns about student progress.
- Share students' Recommended Reading Lists by printing them to send home with the students or by sharing student login information with families so they can access them at home. Families can use the list to find appropriate books at the library or bookstore.
- Invite families to visit the classroom during the year.

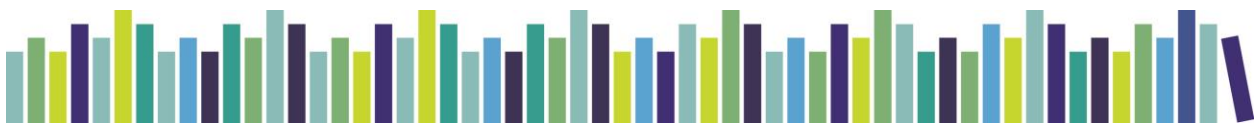
### How to Structure a Parent-Teacher Conference

Focus each conference on specific elements of student performance. Use current student results and benchmark data to help families understand their child's progress and learn about ways they can help facilitate that progress.

1. Understand the conference goals prior to sitting down with families. What do you hope to communicate and what can families do to help their child at home? What questions or concerns might families have regarding their child's performance?
2. Gather relevant information. Determine which reports or student work best demonstrate the topics you wish to discuss with parents. Compile these items, remembering not to overwhelm families with too much information.
3. If the families requested the conference, begin the meeting by allowing the family to describe their questions and concerns while you listen. Repeat their concerns back to them to make sure you understood them clearly. Then address concerns one at a time.
4. When you begin sharing information about the student, begin by discussing the positive aspects of the student's performance.
5. Work with families to craft a plan to support the student. Set goals and clearly communicate how caregivers can be involved in assisting the student with achieving those goals.



6. End the conference on a positive note and communicate how and when the family will receive updates.



## Appendix

### Scholastic Online Assessment of Reading Reports Guide

The following Scholastic Online Assessment of Reading Reports Guide provides detailed descriptions of each report for school leaders and teachers.

