



Administering the *DAR*

Second Edition, Forms **A** and **B**



Who Should Administer the *DAR*?

The *Diagnostic Assessments of Reading*[™] (*DAR*[™]) were designed to be used by classroom teachers, reading specialists, special education teachers, psychologists, and other professionals charged with helping students read better.

No special training or instructions are required beyond reading the *Teacher's Manual* and the *Response Record*. No special qualifications or certifications are required.

Materials and Equipment

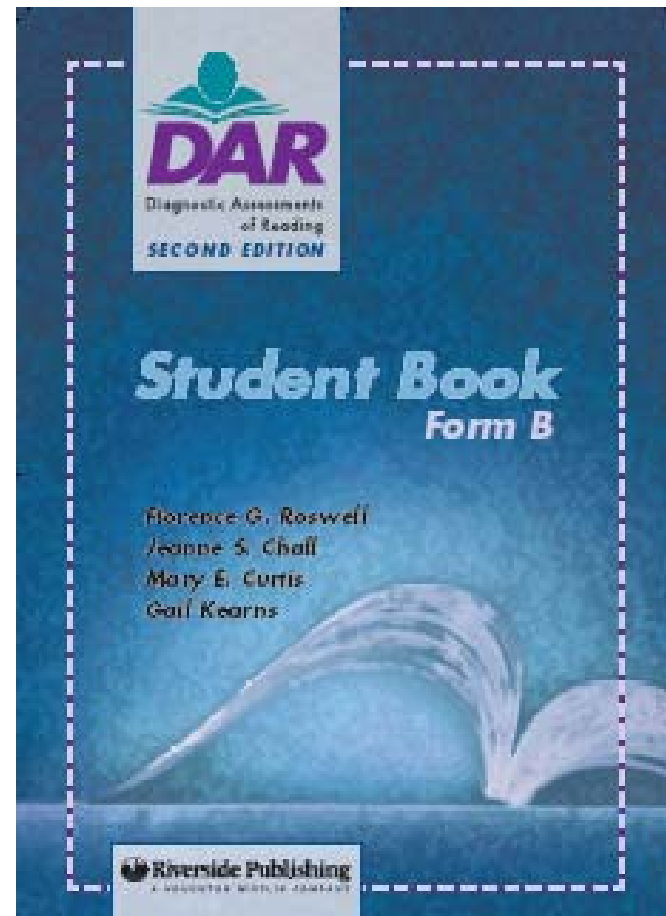
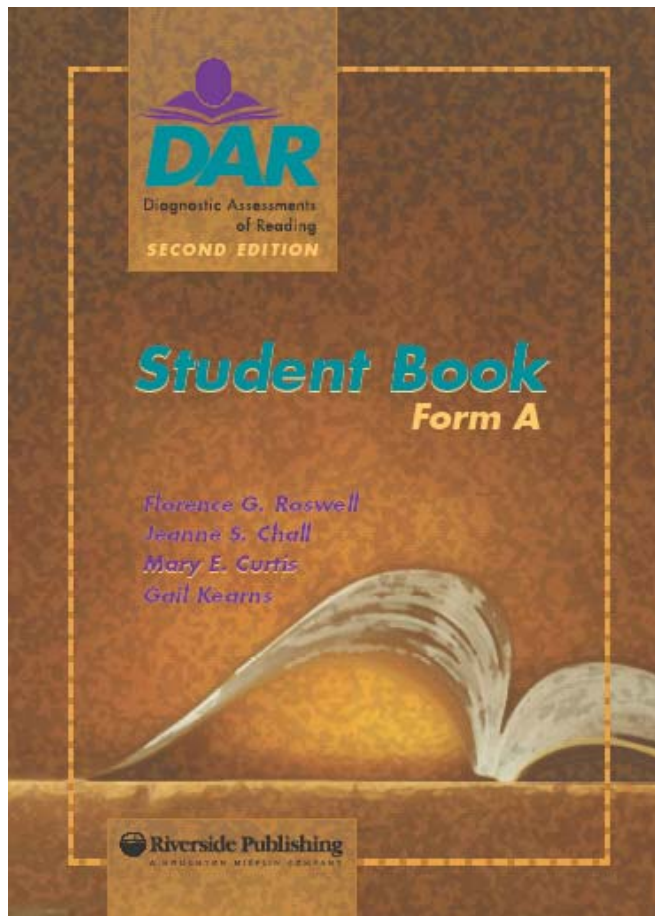
The following should be available for a *DAR* administration:

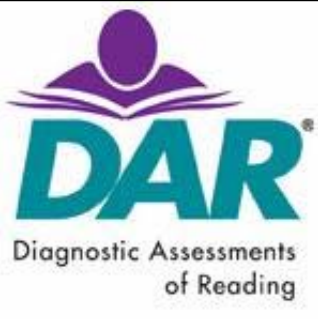
- A quiet room, free of distractions
- For young students, a child-sized table with two chairs
- *DAR* materials
- A pencil and paper for the student
- A pencil or pen for the teacher
- Optional: a stopwatch for Oral Reading Fluency



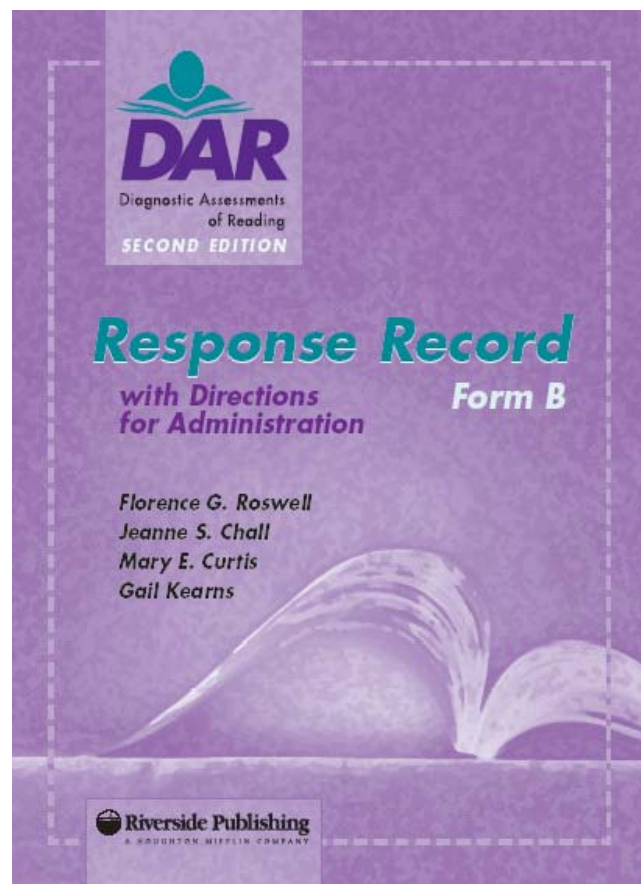
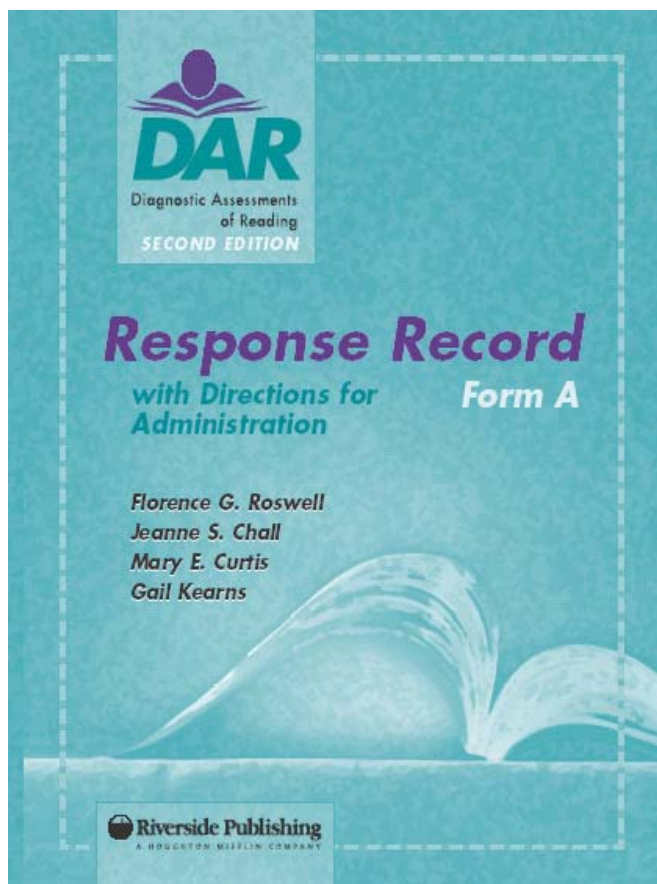
Essential Components of the *DAR*

DAR Student Book

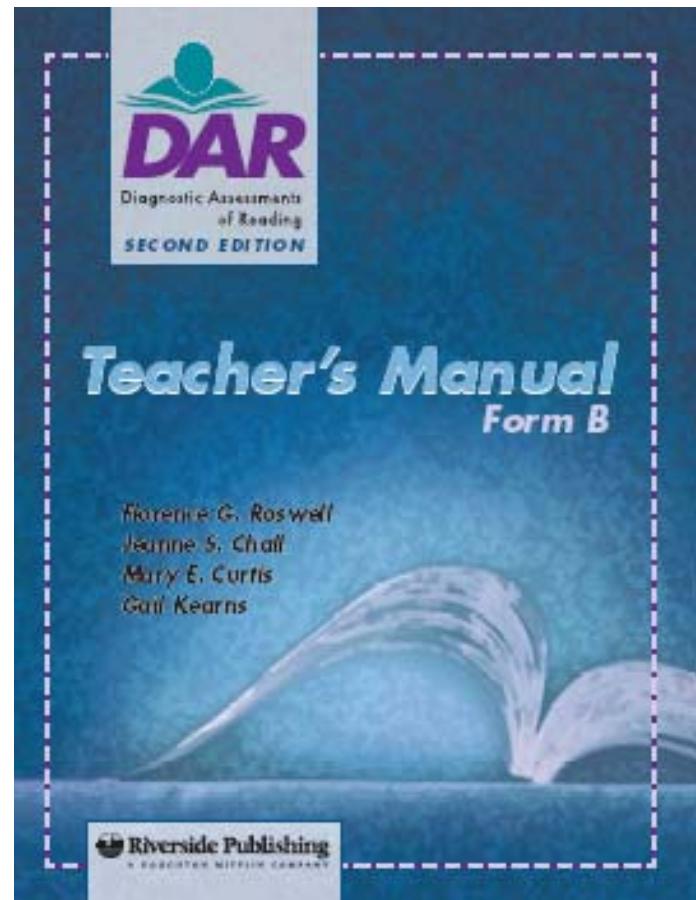
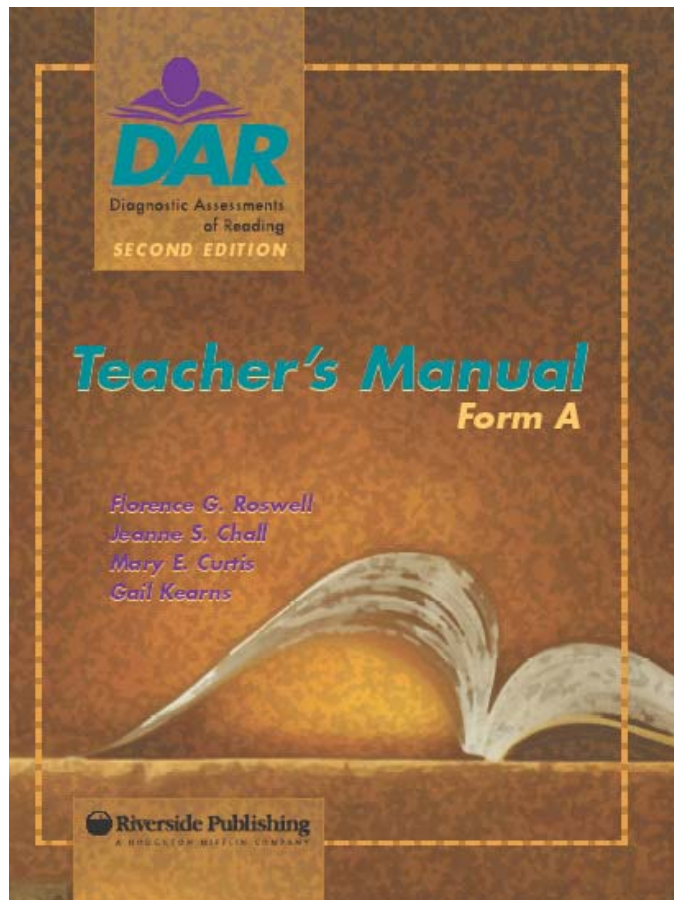




DAR Response Record with Directions for Administration



DAR Teacher's Manual



Time Requirements and Testing Pace

- Testing is untimed; there are no set time limits for the DAR.
- Testing takes approximately 40 minutes per student.
- A brisk pace should be maintained to hold the student's interest and to get a true appraisal of the student's achievement.
- The student should be allowed just enough time to think through a task and decide on an answer.
- The tests should be administered and scored simultaneously.

General Testing Procedures

During testing, follow the testing procedures as written.

- The administration script is printed in colored boldface type. →
- Give help on general procedures only. Do not teach the correct response during the test.

It is appropriate to establish rapport with students and encourage them to continue with a positive attitude.

Administering the Test

Say: Today I'm going to ask you to do some reading. You may not know all the words, and it's all right to make mistakes because they give me clues to what you need to learn. It is important that you try. I'll now give you a book and we will begin.

Open the *Student Book* to the page for the student's starting level and present it to the student.

Say: Read these words.

Establishing Rapport with Students

Appropriate encouragement for a student if a test question is missed:

- “I’m learning a lot about what you can do.”
- “That was a good try. It wasn’t quite right, but you got part of it.”
- “That’s a hard one. Everyone has trouble with it.”

Comments to both correct and incorrect responses:

- “That’s good.”
- “You’re doing very well.”
- “Fine.”

Working with Younger Students

- If a student is unable to handle the demands of a particular test, quickly move on to the next test.
- Put the student at ease at the beginning of testing by talking informally for a brief time.
- It is important not to push students, especially those in Kindergarten and grade 1. Young readers need to be assured that they can succeed at some level.
- It may help to conduct the testing in two sessions, allowing a break in between.

Accommodations

Because *DAR* tests are individually administered, accommodations for individual students are built into the test administration. The following are examples of possible accommodations that are permitted:

- The teacher may repeat, explain, or modify the directions in any way necessary for the student to understand them fully.
- The student may hold a marker or ruler under a line of text while reading.
- An assistant may record student responses on the written portions of the test if the student is unable to do so because of a disability.

DAR Routing: Kindergarten

Subtest	Should Student Attempt?	Based on Result, Student Should Next Attempt:
Print Awareness START	Yes	Regardless of mastery: Phonological Awareness
Phonological Awareness	Yes, all subtests	Regardless of mastery: Letters and Sounds
Letters and Sounds	Yes, all subtests	Regardless of mastery: Word Recognition Level 1-1
Word Recognition	Yes, Level 1-1. Find highest WR mastery level.	If WR mastery level is <ul style="list-style-type: none"> • 1-1 or 1-2: Consonant Sounds • 2 or 3: Short Vowel Sounds • 4 or above: Oral Reading No WR mastery: Consonant Sounds
Consonant Sounds	(if directed)	Mastery: Consonant Blends Non-mastery: Oral Reading
Consonant Blends	(if directed)	Regardless of mastery: Short Vowel Sounds
Short Vowel Sounds	(if directed)	Mastery: Continue Word Analysis until mastery no longer achieved, then go to Oral Reading Non-mastery: Oral Reading
Oral Reading	Yes, Level 1-1 or highest WR mastery level. Find highest OR mastery level.	If WR mastery level was <ul style="list-style-type: none"> • 1-1: Spelling • 1-2 or above: Silent Reading Comprehension No WR mastery: Word Meaning
Silent Reading Comprehension	(if directed) Highest WR mastery level. Find highest SRC mastery level.	Regardless of mastery: Spelling
Spelling	(if directed) Highest WR mastery level. Find highest Sp mastery level.	Regardless of mastery: Word Meaning
Word Meaning	Yes, at grade level. Find highest WM mastery level.	Regardless of mastery: END

DAR Routing: Grades 1 and Above

Subtest	Should Student Attempt?	Based on Result, Student Should Next Attempt:
Word Recognition START	Yes. Begin at grade or reading level, if known. Find highest WR mastery level.	If WR mastery level is • 1-1: Print Awareness • 1-2: Consonant Sounds • 2 or 3: Short Vowel Sounds • 4 or above: Oral Reading No WR mastery: Print Awareness
Print Awareness	(if directed)	Regardless of mastery: Phonological Awareness
Phonological Awareness	(if directed) All subtests.	Regardless of mastery: Letters and Sounds
Letters and Sounds	(if directed) All subtests.	Regardless of mastery: Consonant Sounds
Consonant Sounds	(if directed)	Mastery: Consonant Blends Non-mastery: Oral Reading
Consonant Blends	(if directed)	Regardless of mastery: Short Vowel Sounds
Short Vowel Sounds	(if directed)	Mastery: Continue Word Analysis until mastery no longer achieved, then go to Oral Reading Non-mastery: Oral Reading
Oral Reading	Yes, at highest WR mastery level. Find highest OR mastery level.	If WR mastery level was • 1-1: Spelling • 1-2 or above: Silent Reading Comprehension No WR mastery: Word Meaning
Silent Reading Comprehension	(if directed) Highest WR mastery level. Find highest SRC mastery level.	Regardless of mastery: Spelling
Spelling	(if directed) Highest WR mastery level. Find highest Sp mastery level.	Regardless of mastery: Word Meaning
Word Meaning	Yes, at grade level. Find highest WM mastery level.	Regardless of mastery: END

Recording a Student's Responses

A correct response to a question is indicated with a check mark:

Example: pleasant _____ ✓ _____ (correct)

An incorrect response is recorded verbatim:

Example: cellar _____ *collar* _____ (incorrect)

Self-corrected errors are enclosed in parentheses () and checked :

Example: bandage _____ *(banded)* ✓ _____

A line through a question indicates that the student did not try that question:

Example: ~~approval~~ _____

DAR

Interpretive Profile

- After recording student's responses, transfer the information into the DAR Interpretive Profile on the last page of the *Response Record*.
- Record the student's highest mastery levels for the leveled subtests.
- For the non-leveled subtests, indicate whether a subtest was Mastered (+) or Not Mastered Yet (N).
- The Profile provides a place to keep all subtest results and has three columns that allow for multiple administrations.

DAR Interpretive Profile			
Student _____	Grade _____	DAR Administrator _____	
Diagnostic Assessments of Reading	Date tested	Date tested	Date tested
Enter the highest level for which the student achieved mastery:	DAR Level	DAR Level	DAR Level
Word Recognition			
Oral Reading	Accuracy		
	* Optional: Fluency		
Silent Reading Comprehension Optional at Levels 3-11/12: Record oral response score as Good, Fair, Poor			
Spelling			
Word Meaning			
* For Oral Reading Fluency, enter the highest level on which the student's reading was fluent, or enter X if the student was not fluent on any tested level.			
Enter + for Mastered. Enter N for Not Mastered Yet.			
Print Awareness	_____	_____	_____
Phonological Awareness			
Rhyming Words	_____	_____	_____
Segmenting Words	_____	_____	_____
Hearing Initial Consonant Sounds	_____	_____	_____
Hearing Final Consonant Sounds	_____	_____	_____
Auditory Blending	_____	_____	_____
Letters and Sounds			
Naming Capital Letters	_____	_____	_____
Naming Lowercase Letters	_____	_____	_____
Matching Letters	_____	_____	_____
Matching Words	_____	_____	_____
Writing Words	_____	_____	_____
Word Analysis			
Enter + for Mastered. Enter N for Not Mastered Yet.			
Consonant Sounds	_____	_____	_____
Consonant Blends	_____	_____	_____
Short Vowel Sounds	_____	_____	_____
Rule of Silent E	_____	_____	_____
Vowel Digraphs	_____	_____	_____
Diphthongs	_____	_____	_____
Vowels with R	_____	_____	_____
Two-Syllable Words	_____	_____	_____
Polysyllabic Words	_____	_____	_____

Sample Interpretive Profile for the Leveled Subtests

Diagnostic Assessments of Reading		Date tested 1/4/05	Date tested 5/16/05	Date tested
Enter the highest level for which the student achieved mastery.		DAR Level	DAR Level	DAR Level
Word Recognition		3	4	
Oral Reading	Accuracy	1-1	2	
	* Optional: Fluency	x	1-2	
Silent Reading Comprehension Optional at Levels 3–11/12: Record oral response score as Good, Fair, Poor		2-good	3-fair	
Spelling		1	2	
Word Meaning		3	4	

* For Oral Reading Fluency, enter the highest level on which the student's reading was fluent, or enter *X* if the student was not fluent on any tested level.

Sample Interpretive Profile for the Non-leveled Subtests

Enter + for Mastered. Enter <i>N</i> for Not Mastered Yet.			
Print Awareness	+	—	—
Phonological Awareness			
Rhyming Words	+	—	—
Segmenting Words	+	—	—
Hearing Initial Consonant Sounds	+	—	—
Hearing Final Consonant Sounds	+	—	—
Auditory Blending	+	—	—
Letters and Sounds			
Naming Capital Letters	+	—	—
Naming Lowercase Letters	+	—	—
Matching Letters	+	—	—
Matching Words	+	—	—
Writing Words	+	—	—
Word Analysis			
Enter + for Mastered. Enter <i>N</i> for Not Mastered Yet.			
Consonant Sounds	+	—	—
Consonant Blends	+	—	—
Short Vowel Sounds	<i>N</i>	—	—
Rule of Silent <i>E</i>	—	—	—
Vowel Digraphs	—	—	—
Diphthongs	—	—	—
Vowels with <i>R</i>	—	—	—
Two-Syllable Words	—	—	—
Polysyllabic Words	—	—	—



Reporting *DAR* Results to the Student

- Start with an informal discussion of *DAR* results. Use an approach that is comfortable for teacher and appropriate for the student.
- The student should ***not*** be told his or her ***level*** scores for the *DAR*.
- Results should be given ***only*** in terms of relative ***strengths and instructional needs***.
- Listen carefully—be supportive and accepting of the student's feelings.

Implications for Instruction

1. Reading difficulties can arise from inefficiency as well as from inaccuracy in identifying words.
2. Remedial instruction needs to be geared toward the student's level of reading development.
3. Diagnostic testing in reading should consist of finding out what the student knows, what he or she needs to learn, and what methods, materials, and levels of difficulty will assist in learning.
4. Instruction should be direct and explicit.
5. Effective remediation requires the teacher to challenge the student in a supportive way.
6. Frequent and timely assessment is essential.

Other *DAR* Products




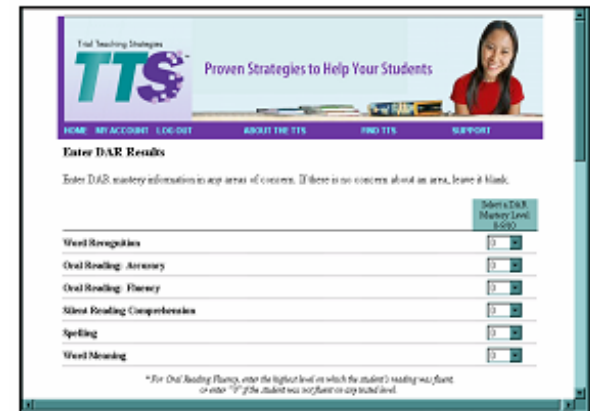
DAR ScoringPro™

The *DAR ScoringPro* software can create data sets of students' results, aggregate and disaggregate student scores, and print these reports:

- **Individual Report/Interpretive Profile**
- **Class List Report**

Trial Teaching Strategies (TTS)

- Administer the *DAR*.
- Log on to the website: www.DAR-TTS.com.
- Enter a student's *DAR* results in any areas of concern. 
 - The site returns strategies and materials appropriate for the entered results.
- Print the strategies' instructions and materials.
- Hold *TTS* session(s) with the student
 - Discuss the student's *DAR* results.
 - Try the recommended strategies.
 - Discuss which strategies were helpful and how these strategies can be implemented in future instruction.
- For more information, visit www.DAR-TTS.com



Trial Teaching Strategies
TTS Proven Strategies to Help Your Students

HOME MY ACCOUNT LOG OUT ABOUT THE TTS FIND TTS SUPPORT

Enter DAR Results

Enter DAR mastery information in any areas of concern. If there is no concern about an area, leave it blank.

	Select a DAR Mastery Level (0-200)
Word Recognition	[0] [20]
Oral Reading: Accuracy	[0] [20]
Oral Reading: Fluency	[0] [20]
Silent Reading: Comprehension	[0] [20]
Spelling	[0] [20]
Word Meaning	[0] [20]

*For Oral Reading Fluency, enter the highest level on which the student's reading was fluent or enter "0" if the student was not fluent on any tested level.

