

York Assessment of Reading for Comprehension (YARC) Assessment Overview



This booklet provides a comprehensive overview of the new suite of assessments provided by the *York Assessment of Reading for Comprehension*.

See inside for a synopsis of each test, details of how the assessment can be used to assess pupils' reading and a selection of sample pages and record forms.

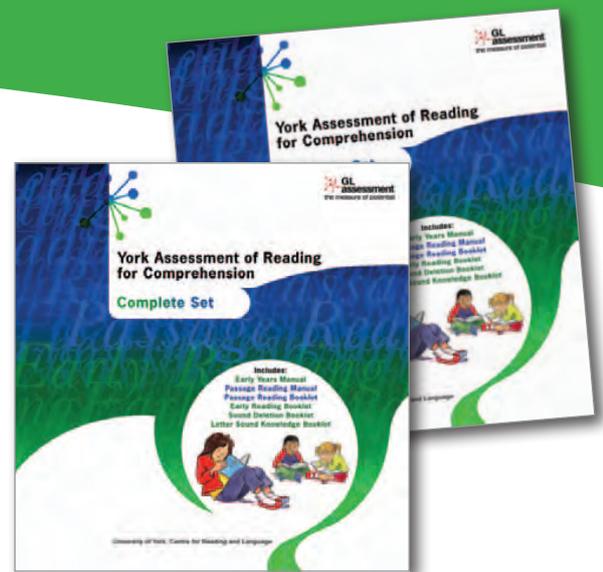
The *York Assessment of Reading for Comprehension (YARC)* enables teachers to assess the reading and comprehension skills of children aged 4 to 11. It is ideal for following up at an individual level after group testing and provides a wide range of invaluable information.

YARC consists of two suites of assessments – *Early Reading* (for pupils aged 4 to 6) and *Passage Reading* (for pupils aged 5 to 11).

YARC Early Reading

For less skilled readers, *YARC Early Reading* assesses the alphabetic knowledge that underlies reading, namely:

- Letter sound knowledge
- Early Word Recognition
- Phoneme awareness (sound isolation and sound deletion).



i) Letter Sound Knowledge

CORE TEST

Providing an overview of alphabetic knowledge, the core test includes 11 letters and 6 digraphs - chosen to range from easy to gradually more difficult items.

s, m, p, t, i, n, a, f, h, d, j

ee, sh, ch, th, oo ay

EXTENDED TEST

The extended test can be administered for a more comprehensive assessment of the pupil's knowledge of letter sounds. It uses all 26 letters of the alphabet letters plus the above 6 digraphs.



ii) Early Word Recognition

This test is a single word reading test comprising 30 words graded in difficulty.

Half of the words are 'decodable' and have a regular correspondence between graphemes and phonemes e.g. cat, went, dragon.

Half of the words are phonemically irregular or 'tricky' words, such as:

you, said, fire

These are denoted by a grey background on the Pupil Record Form.

Examples

cat

in

up

and

off

went



iii) Phoneme Awareness (Sound Isolation and Sound Deletion)

SOUND ISOLATION

This test contains teaching items – denoted by the mortar board on the Pupil Record Form.
The pupil hears a series of nonsense words and is required to identify either the first or final sound.



Initial Phonemes

Teaching item A

‘Rub, can you say rub?’

‘Now tell me the first sound it makes.’

Teaching item B

‘Now let’s try the pretend word san. Say ‘san’.’

‘What is the first sound of ‘san’?’



Final Phonemes

Now we are going to try something different. This time I will say a word and I want you to tell me the sound it makes at the end.

Teaching item D

‘Duck, can you say duck?’

‘Now what is the last sound of duck?’



The teacher should give full feedback on the teaching test items.

Sound Isolation Record Form - Sample

Sound Isolation

Give all the items, including all the teaching items.

		Test 1 Date:			Test 2 Date:			Test 3 Date:		
		Rep? Y/N	Child's response	Score	Rep? Y/N	Child's response	Score	Rep? Y/N	Child's response	Score
Initial Phoneme										
	A		<u>R</u> ub	Y	r					
	B		<u>S</u> an	Y	s					
	C		<u>G</u> uf	Y	g					
	1		Say <u>B</u> ern Now tell me the first sound it makes	Y	b	1	0 NR		1	0 NR
	2		Say <u>M</u> ig Now tell me the first sound it makes	Y	m	1	0 NR		1	0 NR
	3		Say <u>E</u> eep Now tell me the first sound it makes	Y	f	1	0 NR		1	0 NR
	4		Say <u>S</u> wib Now tell me the first sound it makes	Y	s	1	0 NR		1	0 NR
	5		Say <u>B</u> rug Now tell me the first sound it makes	N	r	1	0 NR		1	0 NR
	6		Say <u>D</u> rick Now tell me the first sound it makes	Y	dr	1	0 NR		1	0 NR
Final Phoneme										
	D		<u>D</u> uck	Y	k					
	E		<u>F</u> ass	Y	s					
	F		<u>P</u> ag	Y	g					
	7		Say <u>B</u> aff Now tell me the last sound it makes	Y	f	1	0 NR		1	0 NR
	8		Say <u>K</u> ass Now tell me the last sound it makes	Y	s	1	0 NR		1	0 NR
	9		Say <u>W</u> ib Now tell me the last sound it makes	Y	w	1	0 NR		1	0 NR
	10		Say <u>Z</u> ind Now tell me the last sound it makes	Y	z	1	0 NR		1	0 NR
	11		Say <u>B</u> esk Now tell me the last sound it makes	Y	k	1	0 NR		1	0 NR
	12		Say <u>D</u> oost Now tell me the last sound it makes	Y	d	1	0 NR		1	0 NR
			Raw Score (max. = 12)			7				

NR = no response



Teaching item: Give full feedback. No feedback on test items.

Test observations:

Sound Deletion

This test contains teaching items – denoted by the mortar board – and is administered using the Pupil Record Form.

The pupil hears a word (as well as seeing a picture of the word) and is asked to repeat the word, but to 'take away a sound' from it.



Teaching Item C

Show the picture of a sheep



Can you say sheep?

Say it again without the 'p'

Question 3



Say boat

Say it again without the 't'

Sound Deletion Record Form - Sample

Sound Deletion

Give all the items, including all the teaching items.

		Test 1 Date:			Test 2 Date:			Test 3 Date:			
		Item	Rep? Y/N	Child's response	Score	Rep? Y/N	Child's response	Score	Rep? Y/N	Child's response	Score
	A	Say seesaw Say it again but don't say saw - [see]	Y	see							
	B	Say ice-cream Say it again but don't say ice - [cream]	Y	cone							
	1	Say starfish Say it again but don't say fish - [star]	Y	star	1 0 NR			1 0 NR			1 0 NR
	2	Say toothbrush Say it again but don't say tooth - [brush]	Y	brush	1 0 NR			1 0 NR			1 0 NR
	C	Say sheep Say it again without the [p] - [she]	Y	she							
	D	Say face Say it again without the [s] - [fay]	Y	fay							
	3	Say boat Say it again without the [t] - [boe]	Y	boe	1 0 NR			1 0 NR			1 0 NR
	4	Say house Say it again without the [s] - [how]	Y	how	1 0 NR			1 0 NR			1 0 NR
	5	Say desk Say it again without the [k] - [dess]	Y	dess	1 0 NR			1 0 NR			1 0 NR
	E	Say bed Say it again without the [b] - [ed]	Y	ed							
	F	Say goat Say it again without the [g] - [oat]	Y	oat							
	6	Say shop Say it again without the [sh] - [op]	Y	op	1 0 NR			1 0 NR			1 0 NR
	7	Say parrot Say it again without the [p] - [arrot]	Y	arrot	1 0 NR			1 0 NR			1 0 NR
	8	Say cloud Say it again without the [c] - [loud]	Y	oud	1 0 NR			1 0 NR			1 0 NR
	9	Say stamp Say it again without the [s] - [tamp]	Y	stamp	1 0 NR			1 0 NR			1 0 NR
	G	Say frog Say it again without the [r] - [fog]	Y	frog							
	10	Say mask Say it again without the [s] - [mak]	Y	ma	1 0 NR			1 0 NR			1 0 NR
	11	Say drink Say it again without the [r] - [dink]	Y	de	1 0 NR			1 0 NR			1 0 NR
	12	Say jumper Say it again without the [m] - [upper]	Y	jup	1 0 NR			1 0 NR			1 0 NR
Raw Score (max. = 12)					7						

NR = no response

 Teaching item: Give full feedback. No feedback on test items.

Test observations:

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YARC Passage Reading (5 – 11 years)

Administered individually by teachers and SENCos, the assessment takes about 10 to 15 minutes to complete and is used to:

- Assess and monitor pupil progress
- Identify reading problems
- Assess eligibility for access arrangements
- Provide diagnostic information

It comprises two parallel tests of graded passages (A and B) for reading aloud, each of which is accompanied by a set of 8 comprehension questions to test literal and inferential comprehension skills. Covering the age range 5:00 to 11:11, it provides:

- Standard Scores
- Percentile Ranks
- Reading Ages (accuracy, rate & comprehension)

It has been developed to assess the accuracy, rate and comprehension of oral reading skills in primary school children.

It also provides a test of prose reading and comprehension, and assesses specifically three of the many sub-skills used in reading:

- Decoding (reading accuracy)
- Fluency (reading rate)
- Text Comprehension (literal and inferential meaning).

Passage Reading – points to note

- Pupils should complete two passages for reliability
- *Single Word Reading Test* may be used to determine passage entry level
- Beginner's level is a shared reading passage, with half the comprehension question being based upon the pupil's text and the other half upon the teacher's text
- Includes individual tests from Reception to Year 6
- Levels 1 – 6 are timed
- Two parallel sets of graded passages for reading aloud – one fiction text and one non-fiction text
- Features 8 comprehension questions per passage to test literal and inferential skills
- Identifies specific reading problems and provides miscue analysis
- Pupil record may be used as a running record of progress
- Pictures do not relate to or support the text, but rather should be used for discussion with pupils to put them at their ease – particularly if the test is being administered by a unfamiliar adult

Access Arrangements

YARC can be used for KS2 access arrangements. It provides two key measures for this purpose:

- Reading Accuracy
- Reading Rate

Scoring

Teachers calculate the raw score and can then use the appropriate tables to obtain a variety of information:

- convert the raw score to an ability score
- convert the ability score to standard score
- convert the ability score to age-equivalent score
- convert the standard score to percentile rank.



Passage Reading Record Sheet - Sample

YARC

Pupil Record Form: Form A

York Assessment of Reading for Comprehension: Passage Reading

Name/ID: Max Roberts			
Gender: (boy) girl			
Language(s) at home: English			
School/Class: Mr Neil	Test date	Year 08	Month 05 Day 22
Year Group: 3	Birth date	99	10 08
Tester: Miss Tate	Chronological age	8	7

Comments/Test observations:

Raw scores and conversion to ability scores

Form A Passage level	Reading accuracy		Reading rate			Comprehension	
	Number of errors	Ability score	Time taken	Time category	Ability score	Comprehension score	Ability score
Beginner: Anna and the party							
Level 1: Aeroplane journey – 64 words							
Level 2: Robins – 98 words							
Level 3: Burglar – 153 words	2	55	120	6	58	6	61
Level 4: Lizards – 182 words	5	57	192	5	60	6	66
Level 5: Camping trip – 188 words							
Level 6: Pirates – 219 words							
Average Ability Scores		56			59		64

Time category = $\frac{\text{Number of words in passage}}{\text{Time taken (in seconds)}} \times 5 = \frac{153}{120} \times 5 = 6.4$ AND $\frac{182}{192} \times 5 = 4.7$ Round to nearest whole number

Average Ability Score = $\frac{\text{Total Ability Score}}{\text{Number of passages completed}}$ Calculate separately for Reading Accuracy, Reading Rate and Comprehension

For all calculations, do not include passages where the pupil exceeded the maximum number of reading errors.

Standard scores

	Ability score	Standard score	Percentile rank	Age equivalent
Accuracy	56	106	66	9 yrs 11 mths
Rate	59	96	40	8 yrs 3 mths
Comprehension	64	110	75	10 yrs 7 mths

Analysis of reading errors

	Mispronunciations	Substitutions	Refusals	Additions	Omissions	Reversals	Total error count
Total error type (summed across passages)	4	2			1		7
*% of total errors	57%	29%			14%		

*% of total errors = $\frac{\text{Total error type} \times 100}{\text{Total error count}}$

Recommendations/Next steps:

Comprehension Questions – Passage A Level 3

Level 3: Burglar

Question	Correct responses Score 1	Incorrect responses Score 0
1. Outside, where did the burglar hide?	In the bushes	Q Outside the house In the back garden Under a big desk
2. How did the burglar get into the house?	He broke the glass and got in through the window Because he broke the window	Q He broke the glass Q Through the window
3. What did he try to steal?	Silver and jewellery	Q Silver Q Jewellery Money The mantelpiece
4. When did the burglar hide under the desk?	When he heard the man unlocking the door When he heard the key in the door	Q When the man came in Q When he heard the man
5. Who went upstairs?	The owner The policeman The man that lived in the house	Q The man The burglar
6. Why did the owner come downstairs?	Because the dog was barking He wanted to know why the dog was barking	Q To see what was happening Q To catch the burglar Q He heard a noise
7. What does 'steely grip' mean?	A really hard grip He held onto his shoulder very tight Really holding it hard so he couldn't get away	Q He's trying to hold the man still with his grip They grab you It feels like steel
8. When do you think this story takes place?	Night time Evening	Q When the burglar breaks in Outside In the policeman's house In the afternoon

Classification of comprehension questions:

Literal information – Question 1

Knowledge based inference – Questions 2, 3, 4 & 6

Cohesive device – Question 5

Vocabulary dependent – Question 7

Elaborative inference – Question

Comprehension Questions – Passage A Level 4

Level 4: Lizards

Question	Correct responses Score 1	Incorrect responses Score 0
1. What is a goanna commonly known as?	Monitor lizard	Q A lizard A reptile Worldwide lizard
2. What sort of homes do goannas live in?	<u>Burrows</u>	Q Underground holes
3. Why would it be wrong to say that goannas only stay on or under ground?	They climb trees They are good swimmers	They stay underground They run fast
4. How do you know that goannas are carnivores?*	Because they eat any of: lizards, snakes, small mammals, birds, eggs	Q It says so Q They can eat animals Q They are meat eaters They are reptiles
5. Name one thing for which the goanna would use its long toes and claws.	Excavate/dig up small animals and eggs from the ground To attack with For climbing trees	Q For digging For tracking For running
6. How long do goanna eggs take to hatch?	8 to 10 weeks	Q Up to 10 weeks 7 to 10 weeks 8 to 10 days
7. When would a goanna hiss and inflate the skin around its throat?	When it is threatened When something is trying to attack it	When they catch their prey When it is attacking
8. How do you know that goannas are not slow clumsy creatures?	They can run swiftly on two legs They can run fast	They rear up on two legs They attack quick

Classification of comprehension questions:

Literal information – Questions 4, 5 & 7

Knowledge based inference – Questions 1, 3 & 6

Cohesive device – Questions 2 & 6

Vocabulary dependent – Question 8

Assessing Pupil Progress Coverage:

Assessment focus (AF)	Competence	Method of assessment
AF1	Use a range of strategies, including accurate decoding of text, to read for meaning	Reading accuracy score Reading rate score Observation of: <ul style="list-style-type: none"> • sight word reading • phonic skill for decoding • use of context when decoding fails • monitor and self-correct errors
AF2	Understand, describe, select or retrieve information, events or ideas from texts	Questions following each passage that tap literal recall of story facts and events. See Appendix 2 for a list of questions that tap literal comprehension skills.
	Use quotation and reference to text	Questions that require children specifically to consider how they know something was referred to in the text, e.g. Form A, Level 1 Q3: 'How do you know that it was Jack's first time on an aeroplane?' 'How do you know questions': Form A, Level 1 Q3 and Q5, Level 2 Q2, Level 4 Q4 and Q8; Form B, Level 3 Q2, Level 5 Q8.
AF3	Deduce, infer or interpret information, events or ideas from texts	Questions requiring inferences to be made. See Appendix 2 for a list of questions that tap inferential comprehension skills.

Guidance and intervention

- Implications for teaching and next steps are covered in Chapter 5 of the Test Manual.
- Using *YARC Passage Reading* with special populations (including a series of useful case studies) is covered in Chapter 6.