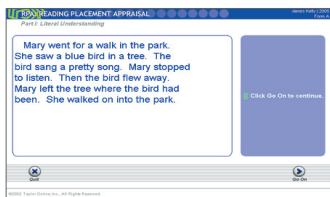
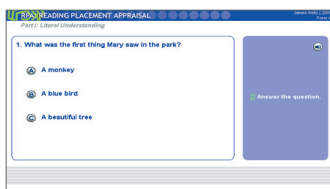


Lesson Sequence at a Glance

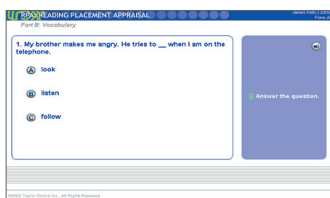
The purpose of RPA™ is to assign appropriate programs at effective practice levels for each student. RPA™ determines each student's Assigned Reading Level (ARL) and Assigned Vocabulary Level (AVL) which the system uses to determine student placement.



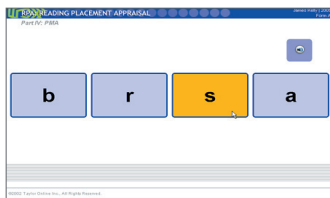
Part I / II Selection Sample



Comprehension Questions



Part III - Vocabulary



Part IV - PMA



Part V - Decoding Appraisal

Part I - Literal Understanding

The Part I quickly determines the student's tentative Independent Reading Level. The Independent Reading Level is the level on which a student can easily read content on his/her own and be familiar with most all vocabulary words presented in the selection. The student is presented with several 100 word selections in Part I that are each followed by 5 comprehension questions. If a student does not click the GoOn button (or press the spacebar) quickly enough, the lines of text begin to disappear from the top down. Depending on the student's comprehension, the 100 word selections become progressively harder or easier. The student may be presented with as many as 7 selections depending on his/her performance. Reading rate as well as comprehension are measured in Part I.

Part II - Comprehension

Part II confirms the student's Independent Reading Level that was tentatively determined in Part I. Slightly longer passages are presented (300-words) followed by 10 comprehension questions. The student's comprehension scores in Part II reveal the student's depth of comprehension while reading material slightly below his/her Independent Reading Level which confirms or adjusts the Independent Reading Level tentatively set by Part I. This level becomes the student's Assigned Reading Level (ARL) that determines which instructional fluency and comprehension programs will be available to the student as well as the level s/he will work at within these programs. Reading rate and additional comprehension skills are also measured in Part II.

Part III - Vocabulary

A vocabulary test is then administered starting at the student's Assigned Reading Level that was determined in Part II. Each level includes 20 multiple choice vocabulary word questions. The student may continue to climb to the next highest level until four errors are made on the current level. The final Assigned Vocabulary Level determines the level of a student's developmental vocabulary programs.

Part IV - PMA: Perceptual Memory Appraisal

PMA determines levels of readiness for word recognition and decoding instruction. PMA will be automatically presented to grade level 1 students and students who were unable to attain a 1.5 Assigned Reading Level in Part II. Teachers may also elect to have PMA presented to the student at the beginning of RPA™ to ensure that he or she is ready for the assessment. Students start by identifying letters, then move to short words and then slightly longer words. Students are considered to have failed PMA and not be ready for reading if they make more than two identification mistakes.

Part V - Decoding Appraisal

This test is intended to provide additional insight as to whether a student is in need of decoding practice. After completing Parts I, II and III of RPA™ the Decoding Appraisal is presented if a student has an ARL of 1.0 - 2.0. The test is comprised of two blocks. There are 15 target nouns presented in each block. The student is presented with a target noun and must then choose its corresponding picture from three foils.

Grades 1-3 RPA™ Bypass

Teachers working with students in grades 1-3 may elect to bypass RPA™ and automatically assign programs at low levels. Students in these grades will be assigned to PAVE™, Guided Reading™ (Level A) and Cloze Plus™ (Level A). Students in grade 1 will also be presented with Word Memory™ and D-Code™.

Benefits

RPA™ is the first step for students as they enter the Reading Plus® System. RPA™ can be administered to a class of students in 20-30 minutes. This assessment determines each student's Assigned Reading Level (ARL), silent reading rate and vocabulary level and prescribes the instructional programs and content levels that will be most beneficial for each student's individual needs.