**Creating a Reading Profile Template**

This profile can be used and individually designed for students with Autism Spectrum Disorder (ASD) who demonstrate reading skills but are not performing at proficiency on state or district reading assessments. The profile data example below uses Curriculum-Based Measurement (CBM) and the Core Reading Assessments to determine a student’s reading skills and ability level across the variables of interest and pre-teaching of vocabulary while considering the output challenges of students with ASD. Depending on any particular student’s reading challenges, probes can be designed across a variety of other variables as well. Data analysis and anecdotal behavioral notes can be provided in the far right column to assist others in interpreting and understanding the information provided, especially if environmental or behavioral variables impacted the resulting scores.

The following steps can be used to design and implement the probes to assess reading:

1. Get a copy of the full year general education reading curriculum (e.g. science, social studies, literature).
2. Of the full year reading curriculum, separate out high interest reading topics or preferred types of reading materials (e.g. Scholastic) to create another set of reading probes.
3. Randomly select reading selections from both the full year reading curriculum and the high interest reading curriculum. It is expected that some selections may be from materials not yet presented to the student, especially if probes are conducted early in the school year.
4. Type selected passages into the CBM calculator to determine readability: <http://www.interventioncentral.org/curriculum-based-measurement-reading-math-assesment-tests>.
5. Using the selected text, create Oral Reading Fluency (ORF) and Maze (comprehension) probes for both the full reading curriculum and the high interest curriculum at the site above.
6. Periodically assess the student using the selected probes over the course of 2-3 weeks or regularly for progress monitoring. In the example below, some of the reading passages were also assessed following the pre-teaching of vocabulary and unknown concepts. If these variables are not an issue for any given student, either eliminate this probe set or select another variable that may be impacting the student’s reading and create probes for that variable.
7. Compare results with the CBM norms provided by Hasbrouck & Tindal (2005) or local norms.
8. Summarize results and behaviors that may have impacted results in the far right column and at the end of the profile.

**Reading Profile Example**

**Student Information**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Student Name: |  |  | Birth Date: |  |
| Current Grade Level Placement: |  |  | Special Education Eligibility: |  |

**Understanding Reading and ASD**

* Phonemic awareness and phonics skills require adequate auditory processing skills. Most students with ASD struggle with auditory processing (brain’s ability to recognize and interpret sounds). (Henry, K.A., 2010).
* Difficulties in reading comprehension for students with ASD are strongly linked to receptive and receptive language comprehension deficits, difficulty creating abstract connections, difficulty making predictions and drawing conclusions (executive functioning), limited background knowledge, difficulty with perspective-taking (theory of mind), over-selective attention, too much attention to details or to specific words or phrases rather than the situation or context that gives meaning, lack of reciprocity, and lack of motivation for non-preferred topics. (Carnahan, C. & Williamson, P., 2010 and Iland, E., 2011).
* Literacy Strategies: Create print-rich environments, utilize a balanced, meaning-centered literacy approach (e.g. consider interest and motivation, connect to personal experiences, model comprehension processes by thinking aloud (e.g. verbalize the questions a good reader is running in their head when reading for comprehension), build background knowledge, help relate content to personal experiences, and start with concrete and literal reading selections like nonfiction that are often easier than fiction. (Carnahan, C. & Williamson, P., 2010 and Iland, E., 2011, Kluth, P., 2013).

**NWEA:** [**http://www.nwea.org**](http://www.nwea.org)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year** | **Grade** | **Reading RIT Score** | **Reading District GRADE Norm** | **Percentile** |
| F 2013 |  |  | ---/216 | 7 |
| S 2013 |  |  | 219/216 | 4 |
| F 2012 |  |  | 213/212 | 2 |
| S 2012 |  |  | 217/212 | 9 |
| F 2011 |  |  | 210/207 | 6 |
| S 2008 |  |  | 189/199 | 1 |

**MEAP Reading:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Scaled Score** | **Average Score** |  |
| **5thGrade** |  |  | Not Proficient |
| **6th Grade** |  |  | Not Proficient |
| **\*Note:** | | | |

**Core Reading Assessment**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Fall** |  | | **Spring** | **Notes & Scoring Scales** | |
| **CORE Phoneme Deletion Test** | | | | | | |
| Part A: Initial Sound (Late Kindergarten) | **5/5** | | **5/5** | | | For the CORE Reading Assessment, the follow color codes are used:  Green = Independent Level = At Benchmark  Yellow = Instructional Level = Strategic Intervention (grade-level)  Red = Frustration Level = Intensive intervention needed |
| Part B: Final Sound (Grade 1) | **5/5** | | **5/5** | | |
| Part C: First sound of a Consonant Blend (Grade 2) | **0/5** | | **4/5** | | |
| Part D: Embedded Sound of a Consonant Blend (Grade 3) | **5/5** | | **5/5** | | |
| **CORE Phoneme Segmentation Test** | **11/15** | | **14/15** | | |
| **CORE Phonological Segmentation Test** | | | | | | |
| Part A: Sentences into Words | **5/5** | | **5/5** | | | At benchmark for these skills. |
| Part B: Words into Syllables | **7/8** | | **8/8** | | |
| Part C: Words into Phonemes | **8/10** | | **10/10** | | |
| **Alphabet Skills and Letter Sounds** | | | | | | |
| 1. Letter Names--Upper Case | **26/26** | | **26/26** | | | At benchmark for these skills |
| 1. Letter Names--Lower Case | **25/26** | | **26/26** | | |
| 1. Consonant Sounds | **20/21** | | **21/21** | | |
| 1. Long Vowel Sounds | **5/5** | | **5/5** | | |
| 1. Short Vowel Sounds | **5/5** | | **5/5** | | |
| **Core Phonics Survey: Reading & Decoding (Mastery Test)** | | | | | | |
| 1. Short Vowels in CVC Words | **15/15** | | **13/15** | | | NOTE: These tasks have no meaning for this student with ASD because they are not in context. As such, motivation and rushing through may have affected the score. Further, some of these errors are errors this student with ASD makes in his speech so it is difficult to separate decoding from articulation. Also, when reviewing reading comprehension maze assessments, some of these errors are corrected. Thus, these scores likely represent underestimates of actual performance. |
| 1. Consonant Blends with Short Vowels | **13/15** | | **13/15** | | |
| 1. Short vowels, Digraphs, and –Trigraphs | **14/15** | | **12/15** | | |
| 1. R-Controlled Vowels | **12/15** | | **13/15** | | |
| 1. Long Vowel Spellings | **13/15** | | **14/15** | | |
| 1. Variant Vowels | **13/15** | | **13/15** | | |
| 1. Low Frequency Vowel and Consonant Spellings | **7/15** | | **10/15** | | |
| 1. Multisyllabic Words | **18/24** | | **22/24** | | |
| 1. CORE Graded High Frequency Word Survey | **----------** | | **24/24** | | |
| **MASI-R Oral Reading Fluency Measures** | | | | | | |
| 2nd Grade A (fall) and C (spring) | 86% | | 99% | | | Average of 2 or 3 one-minute passages.  This assessment ends at 6th grade. |
| 3nd Grade A and C | 91% | | 99% | | |
| 4rd Grade B and C | 100% | | 100% | | |
| 5th Grade B and C | 95% | | 98% | | |
| 6th Grade B and C | 98% | | 97% | | |
| **San Diego Quick Assessment of Reading Ability** | | | | | | |
| Independent Level (1 Error) | 2nd Grade | | 6th Grade | | | This assessment suggests instruction level is at current grade-level. |
| Instructional Level (2 Errors) | 3rd Grade | | 7th Grade | | |
| Frustration Level (3 Errors) | 4th Grade | | 8th Grade | | |
| **CORE Vocabulary Screening** | | | | | | |
| **Form 1A (fall) and 1B (spring)** | 27/3 | | 26/4 | | | 1A=fall first grade; 1B=spring 1st grade and so on  Score is reported as # correct / # incorrect out of 30 items  Note: When words out of context, the task is more difficult for this student. However, when the word is put in a sentence (context), this student is able to select the right meaning of the word. Also, on Form 5B, when the word was read aloud, this student’s score increased to 23/7 which is mastery for that grade level. |
| **Form 2A and 2B** | 28/2 | | 23/7 | | |
| **Form 3A and 3B** | 24/6 | | 27/3 | | |
| **Form 4A and 4B** | ---------- | | 19/10 | | |
| **Form 5A and 5B** | --------- | | 15/5 | | |
| **Form 6A and 6B** | --------- | | 18/12 | | |
| **Form 7A and 7B** | --------- | | 17/13 | | |
| **Form 8A and 8B** | --------- | | 20/10 | | |
| **CORE Reading Maze Comprehension—1 minute reading probes with multiple choice** | | | | | | |
| 2nd Grade | 21/21 | | 20/23 | | | NOTE: Slow pacing on this assessment resulted in lower scores. In addition, while reading, this student acted out the action words or adlibbed additional information he apparently found interesting, which also reduced the scores because the scores are based on words read per minute. As such, this assessment should be considered an underestimate of actual performance. |
| 3rd Grade | 12/12 | | 19/20 | | |
| 4th Grade | ----------- | | 14/16 | | |
| 5th Grade | 25/27 | | 10/10 | | |
| 6th Grade | ------------- | | 14/15 | | |

**Curriculum Based Measurement ORF (Oral Reading Fluency=total words read in 1 minute minus errors) (from 3/14 to 3/28/14)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Material** | **Readability** | **ORF** | **Summary / Notes** |
| **Random Selection of Reading Materials from the 7th Grade Curriculum** | Science | 3.3 | 83 | 7th grade reading material ranges from 2.7 to 9.8 readability.  Readability assessed using the CBM calculator: <http://www.interventioncentral.org/curriculum-based-measurement-reading-math-assesment-tests>  Range: 58-118  Average: 90.5  Median: 91  Norms (Hasbrouck & Tindal, 2005): 50% percentile “reasonable gauge of proficiency.”  Spring Grade 7: 50%til = 150 (10th%tile = 98; 25th %til = 123)  NOTE: Scores were affected by slow pacing and acting out action words so should be considered underestimates of ability or performance. Overall, scores were higher with preferred interest materials. |
| Scholastic | 7.5 | 83 |
| Nonfiction Novel | 5.8 | 98 |
| Science | 8.5 | 58 |
| Science | 6.5 | 95 |
| General Fiction | 5.3 | 91 |
| **Random Selection of Predetermined Preferred Interest Reading Materials.** | Scholastic | 8.5 | 118 |
| Scholastic | 8.5 | 117 |
| Scholastic | 8.5 | 118 |
| ELA | 8.1 | 72 |
| General Fiction | 2.7 | 89 |
| General Fiction | 3.3 | 72 |
| General Fiction | 4.6 | 100 |
| **Random Selection and**  **Vocabulary and Concepts Pre-Taught** | Science | 9.8 | 74 |

**Curriculum-Based Measurement—Maze Passages (3 minute passages with every 7th word a 3-word multiple choice).**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Material** | **Readability** | **Maze** | **Summary / Notes** |
| **Random Selection of Reading Materials from the 7th Grade Curriculum** | Scholastic | 9.2 | 14/14 | 7th Grade Reading Material ranges from 2.7 to 9.8 readability.  Readability assessed using the CBM calculator: <http://www.interventioncentral.org/curriculum-based-measurement-reading-math-assesment-tests>  Scores are reported as #correct/total # read (norms are reported for total number read minus errors which is equal to the first number reported)  Range: 10-19  Average: 13  Median: 13  Norms: <http://www.jimwrightonline.com>  Norms only provided to grade 6  Spring Grade 6: 39 (range 26 (16th percentile) to 52 (84th percentile)  NOTE: Scores were significantly affected by slow pacing and acting out action words so should be considered considerable underestimates of ability or performance. Scores improved when pre-teaching of vocabulary and concepts was provided. |
| General Fiction | 3.7 | 12/16 |
| Science | 6.7 | 10/13 |
| Social Studies | 9.3 | 13/18 |
| General Fiction | 5.4 | 13/17 |
| **Random Selection of Predetermined Preferred Interest Reading Materials.** | Scholastic | 6.4 | 19/20 |
| ELA | 8.3 | 10/19 |
| **Random Selection of Reading Materials from the 7th Grade Curriculum and Vocabulary and Concepts Pre-Taught** | Social Studies | 5.9 | 18/20 |
| General Fiction | 5.4 | 15/15 |

**Summarizing Results:**

* Scores are variable depending on the assessment used.
* Readability in the curriculum ranges from 2.7 to 9.8 readability as calculated with the CBM calculator.
* Scores were affected by behaviors related to ASD such as attention, motivation (e.g. interest), and distractibility (e.g. acting out action words; adlibbing information).
* Overall scores suggest this student is reading between ? and ? grade depending on the skill assessed with ? grade identified as the instructional level on one of the assessments. On the CBM ORF assessments, the student did better on some probes as high as ? readability when the text was in his interest area. On the DBM Maze assessments, this student made generally fewer comprehension errors when the text was pre-taught for vocabulary and concepts.
* Any given assessment should not be used as the sole representation of the student’s reading skill. Multiple assessments over time that account for behaviors related to ASD (e.g. motivation, attention, distractibility) should be used to probe for ongoing progress.

**Reading Profile TEMPLATE**

**Student Information**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Student Name: |  |  | Birth Date: |  |
| Current Grade Level Placement: |  |  | Special Education Eligibility: |  |

**Understanding Reading and ASD**

* Phonemic awareness and phonics skills require adequate auditory processing skills. Most students with ASD struggle with auditory processing (brain’s ability to recognize and interpret sounds). (Henry, K.A., 2010).
* Difficulties in reading comprehension for students with ASD are strongly linked to receptive and receptive language comprehension deficits, difficulty creating abstract connections, difficulty making predictions and drawing conclusions (executive functioning), limited background knowledge, difficulty with perspective-taking (theory of mind), over-selective attention, too much attention to details or to specific words or phrases rather than the situation or context that gives meaning, lack of reciprocity, and lack of motivation for non-preferred topics. (Carnahan, C. & Williamson, P., 2010 and Iland, E., 2011).
* Literacy Strategies: Create print-rich environments, utilize a balanced, meaning-centered literacy approach (e.g. consider interest and motivation, connect to personal experiences, model comprehension processes by thinking aloud (e.g. verbalize the questions a good reader is running in their head when reading for comprehension), build background knowledge, help relate content to personal experiences, and start with concrete and literal reading selections like nonfiction that are often easier than fiction. (Carnahan, C. & Williamson, P., 2010 and Iland, E., 2011, Kluth, P., 2013).

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| --- | --- | --- | --- | --- |
| **Year** | **Grade** | **Reading RIT Score** | **Reading District GRADE Norm** | **Percentile** |
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**MEAP Reading:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Scaled Score** | **Average Score** |  |
| **5thGrade** |  |  | Not Proficient |
| **6th Grade** |  |  | Not Proficient |
| **\*Note:** | | | |

**Core Reading Assessment**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Fall** |  | | **Spring** | **Notes & Scoring Scales** | |
| **CORE Phoneme Deletion Test** | | | | | | |
| Part A: Initial Sound (Late Kindergarten) |  | |  | | | For the CORE Reading Assessment, the follow color codes are used:  Green = Independent Level = At Benchmark  Yellow = Instructional Level = Strategic Intervention (grade-level)  Red = Frustration Level = Intensive intervention needed |
| Part B: Final Sound (Grade 1) |  | |  | | |
| Part C: First sound of a Consonant Blend (Grade 2) |  | |  | | |
| Part D: Embedded Sound of a Consonant Blend (Grade 3) |  | |  | | |
| **CORE Phoneme Segmentation Test** |  | |  | | |
| **CORE Phonological Segmentation Test** | | | | | | |
| Part A: Sentences into Words |  | |  | | |  |
| Part B: Words into Syllables |  | |  | | |
| Part C: Words into Phonemes |  | |  | | |
| **Alphabet Skills and Letter Sounds** | | | | | | |
| 1. Letter Names--Upper Case |  | |  | | |  |
| 1. Letter Names--Lower Case |  | |  | | |
| 1. Consonant Sounds |  | |  | | |
| 1. Long Vowel Sounds |  | |  | | |
| 1. Short Vowel Sounds |  | |  | | |
| **Core Phonics Survey: Reading & Decoding (Mastery Test)** | | | | | | |
| 1. Short Vowels in CVC Words |  | |  | | |  |
| 1. Consonant Blends with Short Vowels |  | |  | | |
| 1. Short vowels, Digraphs, and –Trigraphs |  | |  | | |
| 1. R-Controlled Vowels |  | |  | | |
| 1. Long Vowel Spellings |  | |  | | |
| 1. Variant Vowels |  | |  | | |
| 1. Low Frequency Vowel and Consonant Spellings |  | |  | | |
| 1. Multisyllabic Words |  | |  | | |
| 1. CORE Graded High Frequency Word Survey |  | |  | | |
| **MASI-R Oral Reading Fluency Measures** | | | | | | |
| 2nd Grade A (fall) and C (spring) |  | |  | | |  |
| 3nd Grade A and C |  | |  | | |
| 4rd Grade B and C |  | |  | | |
| 5th Grade B and C |  | |  | | |
| 6th Grade B and C |  | |  | | |
| **San Diego Quick Assessment of Reading Ability** | | | | | | |
| Independent Level (1 Error) |  | |  | | |  |
| Instructional Level (2 Errors) |  | |  | | |
| Frustration Level (3 Errors) |  | |  | | |
| **CORE Vocabulary Screening** | | | | | | |
| **Form 1A (fall) and 1B (spring)** |  | |  | | | 1A=fall first grade; 1B=spring 1st grade and so on  Score is reported as # correct / # incorrect out of 30 items |
| **Form 2A and 2B** |  | |  | | |
| **Form 3A and 3B** |  | |  | | |
| **Form 4A and 4B** |  | |  | | |
| **Form 5A and 5B** |  | |  | | |
| **Form 6A and 6B** |  | |  | | |
| **Form 7A and 7B** |  | |  | | |
| **Form 8A and 8B** |  | |  | | |
| **CORE Reading Maze Comprehension—1 minute reading probes with multiple choice** | | | | | | |
| 2nd Grade |  | |  | | |  |
| 3rd Grade |  | |  | | |
| 4th Grade |  | |  | | |
| 5th Grade |  | |  | | |
| 6th Grade |  | |  | | |

**Curriculum Based Measurement ORF (Oral Reading Fluency=total words read in 1 minute minus errors)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Material** | **Readability** | **ORF** | **Summary / Notes** |
| **Random Selection of Reading Materials** |  |  |  |  |
| **Random Selection of Predetermined Preferred Interest Reading Materials.** |  |  |  |
| **Random Selection of OTHER Variables** |  |  |  |

**Curriculum-Based Measurement—Maze Passages (3 minute passages with every 7th word a 3-word multiple choice).**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Material** | **Readability** | **Maze** | **Summary / Notes** |
| **Random Selection of Reading Materials** |  |  |  |  |
| **Random Selection of Predetermined Preferred Interest Reading Materials.** |  |  |  |
| **Random Selection of Reading Materials of OTHER Variables** |  |  |  |

**Summarizing Results:**