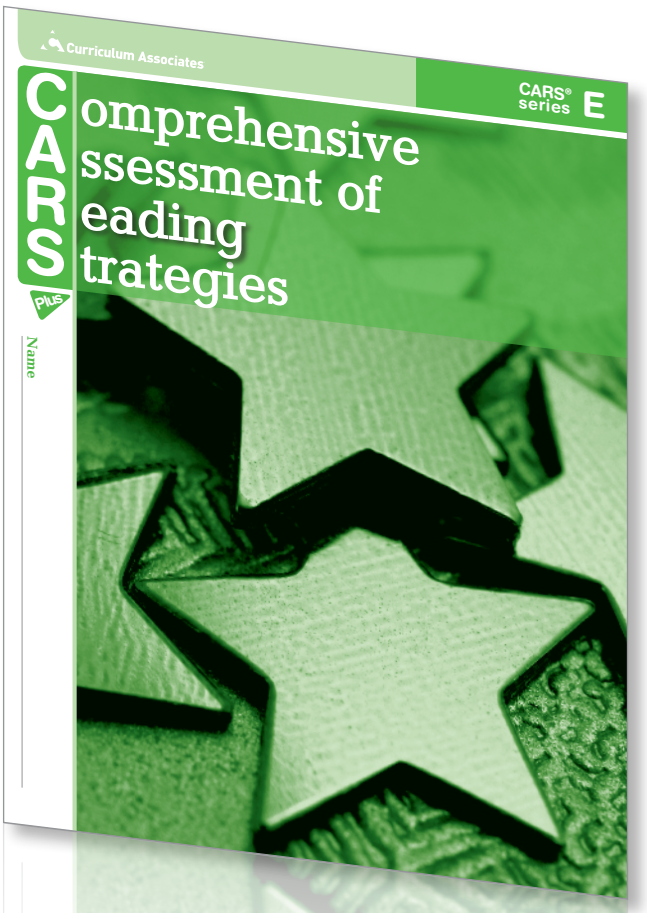
Supporting Research

CARS® Series

The Supporting Research document for *Comprehensive Assessment of Reading Strategies (**CARS® Series**)* provides information related to **research-proven strategies and features** that lead toward meaningful **reading assessment** for each student.

This document is based on a literature review of academic monographs, journals, and reports by **content-area researchers and experts.**

The Supporting Research document also covers topics related to **best practices** of **classroom-based assessment** that guide classroom instructional decisions.



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Diagnose needs of the class by administering the Pretest

Benchmark during instruction to monitor progress, using 5 longer tests

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STARS® Series

Instruct the class in one or more strategies, based on students' needs (differentiate instruction using Books K–H)

What are the *CARS®* and *STARS®* Series?

Comprehensive Assessment of Reading Strategies (***CARS® Series***) and *Strategies to Achieve Reading Success* (***STARS® Series***) are comprehensive resources that allow teachers to identify and teach essential reading comprehension strategies. As the diagram above indicates, the ***CARS® Series*** is the assessment component, and the ***STARS® Series*** is the instruction component.

STARS® Series

The ***STARS® Series*** is a prescriptive reading series that provides essential instruction of the core reading strategies assessed in the ***CARS® Series***. This ten-level series is designed for students in grades K through 8.

CARS® Series

The ***CARS® Series*** provides diagnosis, benchmarks, and assessment of students' progress in achieving mastery of core reading strategies. The ***CARS® Series*** contains a Pretest, Benchmarks, and a Post Test. The Pretest is used for diagnosis. The Benchmarks allow for progress checks during instruction with the ***STARS® Series***. The Post Test is used to assess mastery. This ten-level series is designed for students in grades K through 8.

Other major research-based best practices of the ***CARS® Series*** include:

- Core reading strategies
- Data-driven instruction
- Metacognition through self-assessment
- Progress monitoring
- Standards-based assessments to guide instruction

Research-based Best Practices

The ***CARS®* Series** is founded on research-based strategies and features that are designed to support students as they learn how to read for meaning. Many of the strategies and features are supported by the National Reading Panel (NICHD, 2000) and are presented in a quick-reference chart that appears on page 11.

Core Reading Strategies

From classroom teachers to the federal government, one of the most important educational goals is to build rooms full of independent, strategic readers. This is no easy task because reading is a complex process that requires students to use multiple thinking skills and processes in order to understand what they are reading (Adams, 1990; Beers, 2003; CCSSO/NGA, 2010; NICHD, 2000).

Researchers have proven that many skills, such as a student's vocabulary level, fluency rate, prior knowledge, and mastery of reading strategies, all play integrated and significant roles in the development of independent reading (CCSSO/NGA, 2010; NICHD, 2000). "Mastery of these foundational reading strategies allows students to engage in richer and deeper reading experiences" (Connor & Farr, 2009; Pearson Ed Group, 2010).

From Research to Application:

In this wide arena of reading skill-building, the ***CARS®* Series** and ***STARS®* Series** focus on students' mastery of core reading strategies that enable students to connect with and understand what they are reading.

To support the Pretest, Benchmarks, and Post Test in the student book, the teacher guide includes an Understanding the Strategies section providing additional instructional support for students in the form of background-knowledge activation.

Core Reading Strategies

Book K

- Finding the Big Idea
- Finding Details
- Putting Things in Order
- Understanding What Happens and Why
- Making a Guess
- Figuring Things Out

Book AA

- Finding the Main Idea
- Finding Details
- Putting Ideas in Order
- Understanding What Happens and Why
- Making a Guess
- Figuring Things Out

Book A

- Finding Main Idea
- Recalling Facts and Details
- Understanding Sequence
- Recognizing Cause and Effect
- Making Predictions
- Finding Word Meaning in Context
- Drawing Conclusions and Making Inferences
- Reading Pictures

Books B–C

- Finding Main Idea
- Recalling Facts and Details
- Understanding Sequence
- Recognizing Cause and Effect
- Comparing and Contrasting
- Making Predictions
- Finding Word Meaning in Context
- Drawing Conclusions and Making Inferences
- Distinguishing Between Fact and Opinion
- Identifying Author's Purpose
- Interpreting Figurative Language
- Distinguishing Between Real and Make-believe

Books D–H

- Finding Main Idea
- Recalling Facts and Details
- Understanding Sequence
- Recognizing Cause and Effect
- Comparing and Contrasting
- Making Predictions
- Finding Word Meaning in Context
- Drawing Conclusions and Making Inferences
- Distinguishing Between Fact and Opinion
- Identifying Author's Purpose
- Interpreting Figurative Language
- Summarizing

> **Researchers and educators have long known that effective diagnosis of students' skills and difficulties is fundamental to the successful teaching of reading . . . diagnostic assessments provide deeper information to help educators judge which skills to target and what the nature of instruction should be.**
>
> *(Morsy, Kieffer, & Snow, 2010)*

Data-driven Instruction

Data-driven instruction is an approach that benefits every student. Instructional decisions are based on the systematic collection of data that reflects students' understanding. Researchers recommend that data that drives instruction should come from multiple sources. The ***CARS® Series*** provides multiple sources of data to guide instruction through a **Pretest**, **Benchmarks**, a **Post Test**, and **Teacher Assessments**.

Pretest, Benchmarks, and Post Test:

Data-driven instruction is based on the data resulting from diagnosing, benchmarking, and assessing students' performance on a learning task (Education Commission of the States, 1992; IRA, 2010; Trimble, Gay, & Matthews, 2005). From these results, teachers may tailor their instruction to meet each student's needs. The ***CARS® Series*** is specifically constructed to provide teachers with the data they need to create effective and customized lesson plans using the ***STARS® Series***.

Along with the effectiveness of data-driven instruction, researchers also recommend specific criteria for effective classroom assessment. These recommendations are listed below along with how the ***CARS® Series*** meets these recommendations.

Experts Recommend	The *CARS® Series* Delivers
"Classroom teachers and reading/literacy specialists should play a central role in conducting language and literacy assessments and in using assessment results to plan instruction and monitor student performance." (IRA, 2010)	**Teacher Guide: Teacher Assessments 1–3 and the Class Performance Chart** Teachers complete each evaluation tool at the conclusion of each assessment period.
"Assessments, tools, and techniques should provide useful and timely information about desired language and literacy goals." (IRA, 2010)	**Student Book: Student Self-Assessments** **Teacher Guide: Teacher Assessments** Both evaluation tools are designed to be completed quickly and accurately without disturbing classroom routines.
"Assessment as a component of RTI should be consistent with the *Standards for the Assessment of Reading and Writing."* (IRA & NCTE, 2010)	**Throughout the Series:** The entire series meets the recommendations of the revised standards for the assessment of reading. Specifically, the ***CARS® Series*** offers multiple perspectives and sources of data through its Pretest, Benchmarks, and Post Test. – The primary goal of the ***CARS® Series*** is to inform and improve instruction. – The teacher is the primary agent for administering the assessments. – Family members become involved in the assessment process by reviewing student's portfolio of work.
"The primary purpose of assessment is to improve teaching and learning." (IRA & NCTE, 2010)	**Throughout the Series:** The Pretest, Benchmarks, and Post Test are used for the purpose of guiding instruction to meet each student's instructional needs through the ***STARS® Series***.

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Teacher Assessments:

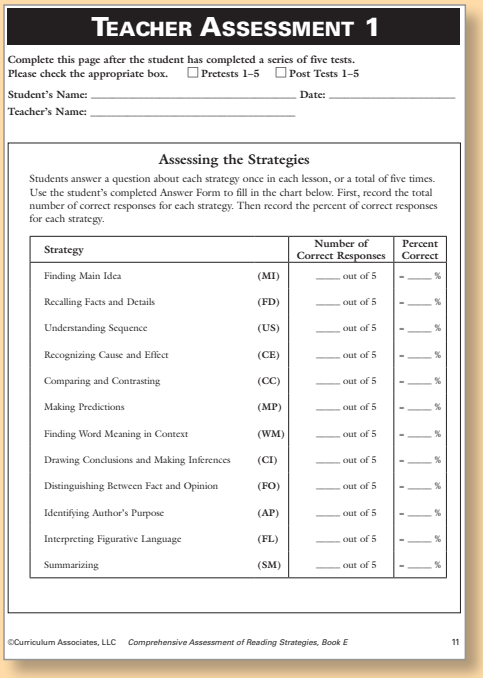
The Teacher Assessments may be completed during and at the end of the program as an overview of each student's performance. The Teacher Assessments provide teachers with a tool for diagnosing areas of strength or areas where improvement is needed with the core reading strategies.

Teachers are also able to use this information to construct a visual aid—a bar graph—so that levels of mastery can be easily compared. Teachers then communicate in writing the results of assessments so that an instructional plan can be completed. Teachers may also use the Class Performance Chart to track the overall assessment results of the students in their classroom.

The ***CARS® Series*** also offers teachers an easy-to-apply schedule in which to administer the assessments and record students' performances.

From Research to Application:

The ***CARS® Series*** is a diagnostic, progress-monitoring, and assessment tool that helps teachers focus their reading instruction to meet each student's needs. These classroom-based assessments meet the recommendations of several reading organizations and educational experts.



TEACHER ASSESSMENT 1

Complete this page after the student has completed a series of five tests.
Please check the appropriate box. ☐ **Pretests 1–5** ☐ **Post Tests 1–5**

Student's Name: _____ **Date:** _____

Teacher's Name: _____

Assessing the Strategies

Students answer a question about each strategy once in each lesson, or a total of five times. Use the student's completed Answer Form to fill in the chart below. First, record the total number of correct responses for each strategy. Then record the percent of correct responses for each strategy.

Strategy		Number of Correct Responses	Percent Correct
Finding Main Idea	(MI)	____ out of 5	= ____ %
Recalling Facts and Details	(FD)	____ out of 5	= ____ %
Understanding Sequence	(US)	____ out of 5	= ____ %
Recognizing Cause and Effect	(CE)	____ out of 5	= ____ %
Comparing and Contrasting	(CC)	____ out of 5	= ____ %
Making Predictions	(MP)	____ out of 5	= ____ %
Finding Word Meaning in Context	(WM)	____ out of 5	= ____ %
Drawing Conclusions and Making Inferences	(CI)	____ out of 5	= ____ %
Distinguishing Between Fact and Opinion	(FO)	____ out of 5	= ____ %
Identifying Author's Purpose	(AP)	____ out of 5	= ____ %
Interpreting Figurative Language	(FL)	____ out of 5	= ____ %
Summarizing	(SM)	____ out of 5	= ____ %

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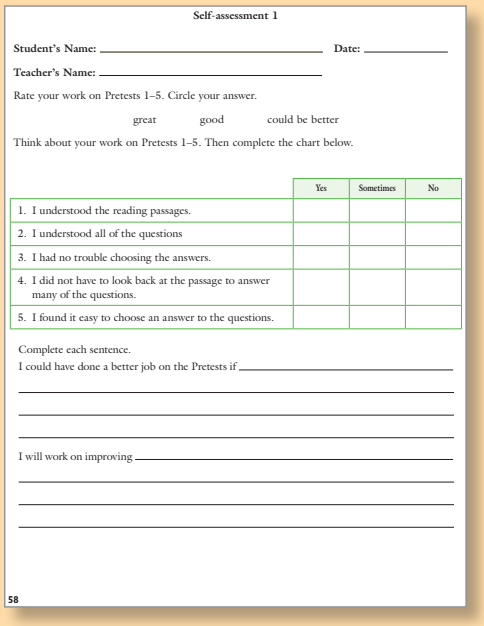
Teachers may quickly and easily monitor students' progress.

More proficient readers monitor the extent to which they are experiencing success with a text.

(Connor & Farr, 2009)



Self-assessment 1

Student's Name: _____ Date: _____

Teacher's Name: _____

Rate your work on Pretests 1–5. Circle your answer.

great good could be better

Think about your work on Pretests 1–5. Then complete the chart below.

	Yes	Sometimes	No
1. I understood the reading passages.			
2. I understood all of the questions			
3. I had no trouble choosing the answers.			
4. I did not have to look back at the passage to answer many of the questions.			
5. I found it easy to choose an answer to the questions.			

Complete each sentence.

I could have done a better job on the Pretests if _____

I will work on improving _____

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Self-assessments help students reflect upon their reading-strategy comprehension.

Metacognition Through Self-assessments

Metacognition in reading is proven to be an effective instructional technique (Baker & Brown, 2002; Connor & Farr, 2009). Students use thinking processes to become aware and mindful of how well they are understanding what they are reading.

> *"Good readers often will reflect on what they have just read, perhaps evaluating the credibility of the material. . . . Monitoring also occurs at the conclusion of a reading. Thus, good readers can be aware of whether their understanding of the text is consistent with all the ideas expressed in it" (Pressley, 2002).*

Good readers apply metacognitive thinking automatically and intrinsically. Struggling readers need explicit, concrete tools to help them learn to think metacognitively.

From Research to Application:

The ***CARS® Series*** employs explicit metacognitive questioning in the form of student self-assessment. The self-questioning in each student assessment provides an awareness of the student's knowledge about a concept or strategy. Students must sort, organize, and consolidate their thoughts about their reading performance through self-evaluation and monitoring.

Progress Monitoring

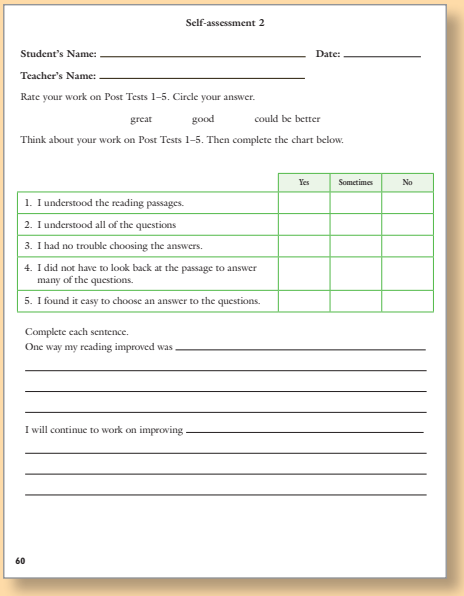
Progress monitoring is a process that uses frequent repeated testing of the same skills and concepts. Frequent formative testing allows teachers to make quick judgments about the effectiveness of their instruction (NCSPM, 2010; RIPM, 2010).

Progress monitoring has been implemented and studied in classrooms for the past 30 years under various terminology. Throughout its course, progress monitoring has proven to be one of the most effective instructional models for student achievement (Fuchs & Fuchs, 2002).

Researchers have shown that when progress monitoring is implemented, students learn more and become more aware of their performance, and teachers improve their decision-making about instructional goals and how to achieve them.

Further, integrating progress monitoring into a classroom routine can be fairly seamless. As a research brief (Safer & Fleischman, 2005) summarizes, "Student progress monitoring fits well into the routine of the classroom. The probes [assessments] can be administered quickly, and the results are immediately understandable and easy to communicate."

All of these facets of progress monitoring are integrated in the ***CARS® Series***. From the Pretest, Benchmarks, and Post Test, the same reading strategies are assessed. These quick assessments then guide teachers in the use of the ***STARS® Series***, which focuses on the instruction of core reading strategies.



Self-assessment 2

Student's Name: _____ Date: _____

Teacher's Name: _____

Rate your work on Post Tests 1–5. Circle your answer.

great good could be better

Think about your work on Post Tests 1–5. Then complete the chart below.

	Yes	Sometimes	No
1. I understood the reading passages.			
2. I understood all of the questions			
3. I had no trouble choosing the answers.			
4. I did not have to look back at the passage to answer many of the questions.			
5. I found it easy to choose an answer to the questions.			

Complete each sentence.

One way my reading improved was _____

I will continue to work on improving _____

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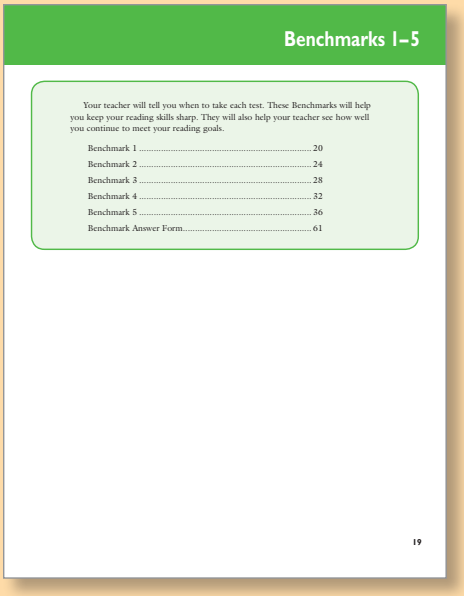
Students actively evaluate and monitor their reading performance.



Benchmarks 1–5

Your teacher will tell you when to take each test. These Benchmarks will help you keep your reading skills sharp. They will also help your teacher see how well you continue to meet your reading goals.

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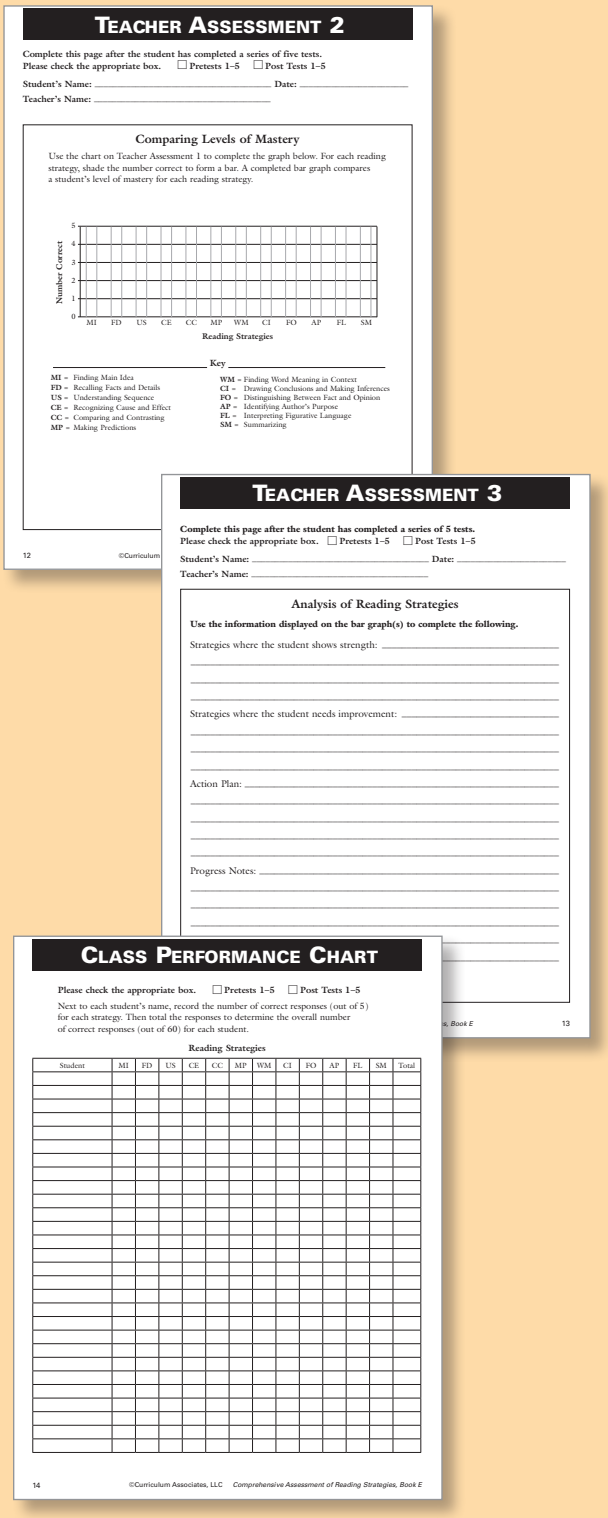
Multiple points of access to students' mastery of reading strategies are provided in the CARS® Series.



Teacher Assessment 2

Complete this page after the student has completed a series of five tests.
Please check the appropriate box. ☐ Pretests 1–5 ☐ Post Tests 1–5

Student's Name: _____ **Date:** _____
Teacher's Name: _____

Comparing Levels of Mastery

Use the chart on Teacher Assessment 1 to complete the graph below. For each reading strategy, shade the number correct to form a bar. A completed bar graph compares a student's level of mastery for each reading strategy.

Number Correct: 0 1 2 3 4 5
MI FD US CE CC MP WM CI FO AP FL SM
Reading Strategies

Key

MI = Finding Main Idea
FD = Recalling Facts and Details
US = Understanding Sequence
CE = Recognizing Cause and Effect
CC = Comparing and Contrasting
MP = Making Predictions
WM = Finding Word Meaning in Context
CI = Drawing Conclusions and Making Inferences
FO = Distinguishing Between Fact and Opinion
AP = Identifying Author's Purpose
FL = Interpreting Figurative Language
SM = Summarizing

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Teacher Assessment 3

Complete this page after the student has completed a series of 5 tests.
Please check the appropriate box. ☐ Pretests 1–5 ☐ Post Tests 1–5

Student's Name: _____ **Date:** _____
Teacher's Name: _____

Analysis of Reading Strategies

Use the information displayed on the bar graph(s) to complete the following.

Strategies where the student shows strength: _____

Strategies where the student needs improvement: _____

Action Plan: _____

Progress Notes: _____

s, Book E 13

Class Performance Chart

Please check the appropriate box. ☐ Pretests 1–5 ☐ Post Tests 1–5

Next to each student's name, record the number of correct responses (out of 5) for each strategy. Then total the responses to determine the overall number of correct responses (out of 60) for each student.

Reading Strategies

Student	MI	FD	US	CE	CC	MP	WM	CI	FO	AP	FL	SM	Total

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Teacher Assessments and the Class Performance Chart allow teachers to easily check students' progress.

From Research to Application:

The ***CARS® Series*** is structured to provide frequent classroom-based formative testing of students' progress toward mastering the core reading strategies.

- The Pretest helps teachers set students' learning goals.
- The Benchmarks provide frequent assessment tools that help teachers monitor students' progress on mastering reading skills. These Benchmarks are to be administered during the ***STARS® Series*** instructional program. There are **five opportunities to benchmark** students' progress on mastering the core reading strategies.
- The Post Test assesses the completion of the students' learning goals.

Teacher Assessments may be reproduced multiple times to meet a teacher's needs. The Class Performance Chart provides an overview of reading strategy mastery by a whole class.

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Standards-based Assessment to Guide Instruction

Standards-based assessment is the direct assessment of curriculum-based standards of learning. The mastery of curriculum standards has been a long-standing goal of individual states and has been gaining significant federal support since the introduction of the No Child Left Behind Act.

Recently, a state and federal initiative called the Common Core Standards has taken root (CCSSO/NGA, 2010). This initiative furthers the push towards standards-based instruction. This close alignment between assessment and instruction maximizes each student's ability to become an independent reader.

Several benefits of standards-based assessment have been determined. The Education Commission of the States summarizes the benefits of standards-based assessments.

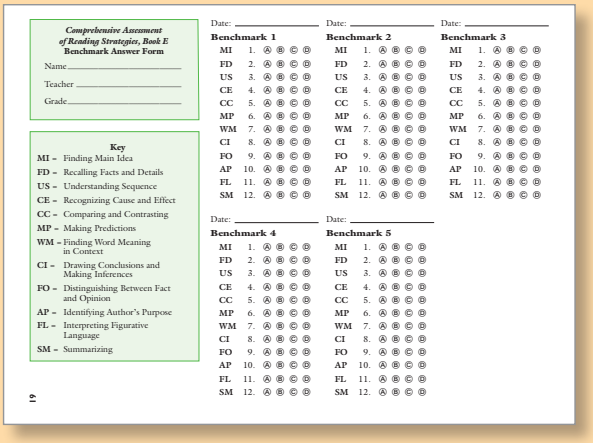
Standards-based assessments:

- closely link assessment to curriculum
- provide clear expectations for achievement
- compare students to a standard, not to other students
- include all students, no matter their ability level

From Research to Application:

The ***CARS® Series*** is a direct application of standards-based assessment because it assesses reading strategies that are found in both state and national standards.

Additionally, the ***CARS® Series*** simulates the test-taking experience for students by mirroring the test and question formats that are often found on selected-response assessments.



Comprehensive Assessment of Reading Strategies, Book E
Benchmark Answer Form

Name _____
Teacher _____
Grade _____

Key
MI – Finding Main Idea
FD – Recalling Facts and Details
US – Understanding Sequence
CE – Recognizing Cause and Effect
CC – Comparing and Contrasting
MP – Making Predictions
WM – Finding Word Meaning in Context
CI – Drawing Conclusions and Making Inferences
FO – Distinguishing Between Fact and Opinion
AP – Identifying Author's Purpose
FL – Interpreting Figurative Language
SM – Summarizing

Date: _____

Benchmark 1			Benchmark 2			Benchmark 3		
MI	1.	Ⓐ Ⓑ Ⓒ Ⓓ	MI	1.	Ⓐ Ⓑ Ⓒ Ⓓ	MI	1.	Ⓐ Ⓑ Ⓒ Ⓓ
FD	2.	Ⓐ Ⓑ Ⓒ Ⓓ	FD	2.	Ⓐ Ⓑ Ⓒ Ⓓ	FD	2.	Ⓐ Ⓑ Ⓒ Ⓓ
US	3.	Ⓐ Ⓑ Ⓒ Ⓓ	US	3.	Ⓐ Ⓑ Ⓒ Ⓓ	US	3.	Ⓐ Ⓑ Ⓒ Ⓓ
CE	4.	Ⓐ Ⓑ Ⓒ Ⓓ	CE	4.	Ⓐ Ⓑ Ⓒ Ⓓ	CE	4.	Ⓐ Ⓑ Ⓒ Ⓓ
CC	5.	Ⓐ Ⓑ Ⓒ Ⓓ	CC	5.	Ⓐ Ⓑ Ⓒ Ⓓ	CC	5.	Ⓐ Ⓑ Ⓒ Ⓓ
MP	6.	Ⓐ Ⓑ Ⓒ Ⓓ	MP	6.	Ⓐ Ⓑ Ⓒ Ⓓ	MP	6.	Ⓐ Ⓑ Ⓒ Ⓓ
WM	7.	Ⓐ Ⓑ Ⓒ Ⓓ	WM	7.	Ⓐ Ⓑ Ⓒ Ⓓ	WM	7.	Ⓐ Ⓑ Ⓒ Ⓓ
CI	8.	Ⓐ Ⓑ Ⓒ Ⓓ	CI	8.	Ⓐ Ⓑ Ⓒ Ⓓ	CI	8.	Ⓐ Ⓑ Ⓒ Ⓓ
FO	9.	Ⓐ Ⓑ Ⓒ Ⓓ	FO	9.	Ⓐ Ⓑ Ⓒ Ⓓ	FO	9.	Ⓐ Ⓑ Ⓒ Ⓓ
AP	10.	Ⓐ Ⓑ Ⓒ Ⓓ	AP	10.	Ⓐ Ⓑ Ⓒ Ⓓ	AP	10.	Ⓐ Ⓑ Ⓒ Ⓓ
FL	11.	Ⓐ Ⓑ Ⓒ Ⓓ	FL	11.	Ⓐ Ⓑ Ⓒ Ⓓ	FL	11.	Ⓐ Ⓑ Ⓒ Ⓓ
SM	12.	Ⓐ Ⓑ Ⓒ Ⓓ	SM	12.	Ⓐ Ⓑ Ⓒ Ⓓ	SM	12.	Ⓐ Ⓑ Ⓒ Ⓓ

Benchmark 4			Benchmark 5		
MI	1.	Ⓐ Ⓑ Ⓒ Ⓓ	MI	1.	Ⓐ Ⓑ Ⓒ Ⓓ
FD	2.	Ⓐ Ⓑ Ⓒ Ⓓ	FD	2.	Ⓐ Ⓑ Ⓒ Ⓓ
US	3.	Ⓐ Ⓑ Ⓒ Ⓓ	US	3.	Ⓐ Ⓑ Ⓒ Ⓓ
CE	4.	Ⓐ Ⓑ Ⓒ Ⓓ	CE	4.	Ⓐ Ⓑ Ⓒ Ⓓ
CC	5.	Ⓐ Ⓑ Ⓒ Ⓓ	CC	5.	Ⓐ Ⓑ Ⓒ Ⓓ
MP	6.	Ⓐ Ⓑ Ⓒ Ⓓ	MP	6.	Ⓐ Ⓑ Ⓒ Ⓓ
WM	7.	Ⓐ Ⓑ Ⓒ Ⓓ	WM	7.	Ⓐ Ⓑ Ⓒ Ⓓ
CI	8.	Ⓐ Ⓑ Ⓒ Ⓓ	CI	8.	Ⓐ Ⓑ Ⓒ Ⓓ
FO	9.	Ⓐ Ⓑ Ⓒ Ⓓ	FO	9.	Ⓐ Ⓑ Ⓒ Ⓓ
AP	10.	Ⓐ Ⓑ Ⓒ Ⓓ	AP	10.	Ⓐ Ⓑ Ⓒ Ⓓ
FL	11.	Ⓐ Ⓑ Ⓒ Ⓓ	FL	11.	Ⓐ Ⓑ Ⓒ Ⓓ
SM	12.	Ⓐ Ⓑ Ⓒ Ⓓ	SM	12.	Ⓐ Ⓑ Ⓒ Ⓓ

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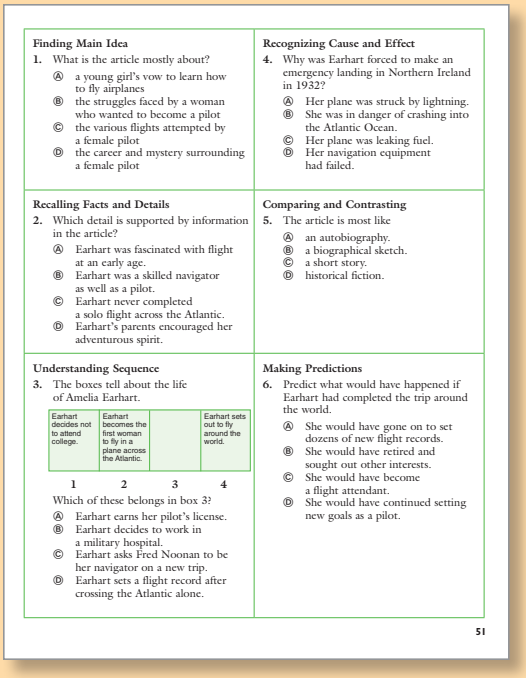
Each item on the answer form is labeled, indicating which reading strategy is mastered or needs strengthening.



Finding Main Idea
1. What is the article mostly about?
Ⓐ a young girl's vow to learn how to fly airplanes
Ⓑ the struggles faced by a woman who wanted to become a pilot
Ⓒ the various flights attempted by a female pilot
Ⓓ the career and mystery surrounding a female pilot

Recognizing Cause and Effect
4. Why was Earhart forced to make an emergency landing in Northern Ireland in 1932?
Ⓐ Her plane was struck by lightning.
Ⓑ She was in danger of crashing into the Atlantic Ocean.
Ⓒ Her plane was leaking fuel.
Ⓓ Her navigation equipment had failed.

Recalling Facts and Details
2. Which detail is supported by information in the article?
Ⓐ Earhart was fascinated with flight at an early age.
Ⓑ Earhart was a skilled navigator as well as a pilot.
Ⓒ Earhart never completed a solo flight across the Atlantic.
Ⓓ Earhart's parents encouraged her adventurous spirit.

Comparing and Contrasting
5. The article is most like
Ⓐ an autobiography.
Ⓑ a biographical sketch.
Ⓒ a short story.
Ⓓ historical fiction.

Understanding Sequence
3. The boxes tell about the life of Amelia Earhart.

1	2	3	4
Earhart decides not to attend college.	Earhart becomes the first woman to fly in a plane across the Atlantic.		Earhart sets out to fly around the world.

Which of these belongs in box 3?
Ⓐ Earhart earns her pilot's license.
Ⓑ Earhart decides to work in a military hospital.
Ⓒ Earhart asks Fred Noonan to be her navigator on a new trip.
Ⓓ Earhart sets a flight record after crossing the Atlantic alone.

Making Predictions
6. Predict what would have happened if Earhart had completed the trip around the world.
Ⓐ She would have gone on to set dozens of new flight records.
Ⓑ She would have retired and sought out other interests.
Ⓒ She would have become a flight attendant.
Ⓓ She would have continued setting new goals as a pilot.

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Test-taking practice is a value-added feature of the CARS® Series.

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Quick-Reference Chart of Best Practices

This Series Uses . . .	Example	Research Says
Core Reading Strategies These are the fundamental reading strategies that bring thinking skills and reading together, allowing students to understand what they are reading.	**Throughout the series**	"Great readers make sense of text. . . . Readers need to make sense of what they read and they do so by mobilizing literacy processes simultaneously." (Frey, Fisher, & Berkin, 2009)
Best Practices: Strategies and Features These are teaching strategies and instructional features that guarantee effective research-based instruction.	**Throughout the series**	Parris and Block (2007) state that effective teachers address diverse needs of students through: individualized instruction; frequent assessment and feedback; flexible grouping strategies that attend to individual needs within the context of groups.
Metacognition Students set learning goals and then self-evaluate for clarity and accuracy of their performance. They think about what strategies or skills need to be activated or improved to achieve their next milestone or final goal.	**Student Book:** **Student Self-assessments**	"Strategic reading reflects metacognition and motivation because readers need to know the strategies and to be willing to use them." (Kolic-Vehovec & Bajsanski, 2006)
Progress-Monitoring A strategy that allows teachers to check on students' progress toward mastery of a strategy or skill.	**Student Book:** **Pretest, Parts 1–5** **Benchmarks 1–5** **Post Test, Parts 1–5**	"Research has demonstrated that when teachers use student progress monitoring, students learn more, teacher decision making improves, and students become more aware of their own performance." (Safer & Fleischman, 2005)
Standards-based Assessments This feature is closely tied to learning standards and provides decision-making guidance for each student.	**Student Book:** **Pretest, Parts 1–5** **Benchmarks 1–5** **Post Test, Parts 1–5**	"In the national search for ways of raising academic achievement, there seems to be wide-spread agreement that a 'standards-based' education system is the key to improvement." (Briars & Resnick, 2000)

Summary

Comprehensive Assessment of Reading Strategies Series is an effective tool that provides teachers with immediate feedback on students' reading strengths and weaknesses. This information allows

- teachers to focus their instructional goals to gain maximum student learning.
- students to actively engage with their learning progress through metacognitive self-assessments.
- students to reflect upon their reading performance and the acquisition of reading strategies.

Teachers can be assured of student engagement because the ***CARS® Series*** delivers quick assessment results regarding individual student performances and enables students to take an active role in monitoring their own learning.

References

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