

# Unit 4: Diagnostic and Progress Monitoring Data

TEXAS  
**TALA**  
ADOLESCENT  
LITERACY  
ACADEMIES

## Module 2: Interpreting and Implementing Assessment Results

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# Participant Notes



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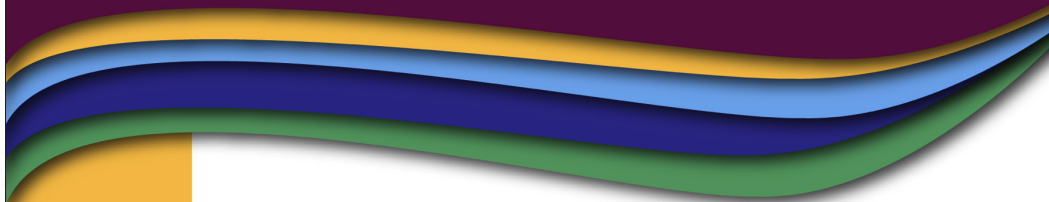
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# Unit 4: Diagnostic and Progress Monitoring Data




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## Module 2: Interpreting and Implementing Assessment Results

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## Using Diagnostic and Progress Monitoring Data

Unit 4: Diagnostic and Progress Monitoring Data	
Module	Title
1	Administering the Texas Middle School Fluency Assessment
2	Interpreting and Implementing Assessment Results



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## Objectives

- Understand the use of equated scores in monitoring student progress.
- Know how to obtain equated scores.
- Know how to score the comprehension retell.
- Understand how to interpret the results from the Texas Middle School Fluency Assessment (TMSFA).
- Know how to use the results of the TMSFA to plan reading instruction.

## Using the Data to Make Instructional Decisions

- Teachers can use the results from repeated measures of oral reading fluency to make better instructional decisions that will improve student outcomes.

*(Deno, 1997)*

- Because no two assessment forms or passages are of precisely equal difficulty, the scores from the two forms will not mean the same thing.

*(Livingston, 2004)*

## Comprehension Retell

- Emphasize reading for meaning.
- Indicate ability to synthesize text.

## Calculation of Raw Scores

- Student reads for the entire 60 seconds:
  - Total words read – errors = WCPM
- Student reads for less than 1 minute:
  - $60 \times \text{number of words read correctly} / \text{time in seconds} = \text{WCPM}$

# Raw Scores on the Student Record Sheet

**Record Sheet: Passage Reading Fluency (cont.)**

Student Name: *Joe Sample* Date: *5/22/10* Grade: *6*

Teacher: *Michelle Williams* Pages: *10*

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**Record Sheet: Passage Reading Fluency**

Student Name: *Joe Sample* Date: *5/22/10* Grade: *6*

Teacher: *Michelle Williams* Pages: *10*

**Passage 1** *Laura*

Last word read	<i>again</i>	Word number	<i>123</i>
Time in seconds	<i>60</i>	Number of errors	<i>9</i>
		Number of words read correctly	<i>114</i>
		(60 x B) ÷ A = Words correct per minute (WCPM)	<i>114</i>
<b>EQUATED SCORE</b>			

Comprehension Retell: *About...um...a girl that were...they moved where the father gets a job. Then they move to Kansas, but I don't know where, and they had another girl. And when Laura was 13, they moved back to...oh...Wisconsee. And...uh...Carol was another...was a young author.*

Recalled idea units:  Maximum possible idea units:

**PASSAGE RETELL SCORE**

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**Passage 2** *A Wonderful Friendship*

Last word read	<i>had</i>	Word number	<i>131</i>
Time in seconds	<i>62</i>	Number of errors	<i>11</i>
		Number of words read correctly	<i>120</i>
		(60 x B) ÷ A = Words correct per minute (WCPM)	<i>115</i>
<b>EQUATED SCORE</b>			

Comprehension Retell: *This young girl couldn't hear, and she never to this scientist who helped her to use of the cochlear implant. And she couldn't even talk, and he taught her sign language.*

Recalled idea units:  Maximum possible idea units:

**PASSAGE RETELL SCORE**

*Scaling continues on the next page.*

# Obtaining Equated Scores: I Do

- Find the appropriate equating table (located near the end of the examiner's packet).
- In the WCPM column, find the raw score from the Record Sheet.
- Find the corresponding equated score in the shaded column one cell to the right of the student's WCPM.

# Obtaining Equated Scores for Passage Reading Fluency: *WE Do*

Grade 7 Passage Reading Fluency Equating Table BOY – Laura

WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score
11	26	70	81	129	140
12	27	71	84	130	141
14	28	72	85	131	142
15	29	73	86	132	143
16	30	74	87	133	144
17	31	75	88	134	145
18	32	76	89	135	146
19	33	77	90	136	147
20	34	78	91	137	148
21	35	79	92	138	149
22	36	80	93	139	150
23	37	81	94	140	151
24	38	82	95	141	152
25	39	83	96	142	153
26	40	84	97	143	154
27	41	85	98	144	155
28	42	86	99	145	156
29	43	87	100	146	157
30	44	88	101	147	158
31	45	89	102	148	159
32	46	90	103	149	160
33	47	91	104	150	161
34	48	92	105	151	162
35	49	93	106	152	163
36	50	94	107	153	164
37	51	95	108	154	165
38	52	96	109	155	166
39	53	97	110	156	167
40	54	98	111	157	168
41	55	99	112	158	169
42	56	100	113	159	170
43-44	57	101	114	160	171
45	58	102	115	161	172
46	59	103	116	162	173
47	60	104	117	163	174
48	61	105	118	164	175
49	62	106	119	165	176
50	63	107	120	166	177
51	64	108	121	167	178
52	65	109	122	168	179
53	66	110	123	169	180
54	67	111	124	170	181
55	68	112	125	171	182
56	69	113	126	172	183
57	70	114	127	173	184
58	71	115	128	174	185
59	72	116	129	175	186
60	73	117	130	176	187
61	74	118	131	177	188
62	75	119	132	178	189
63	76	120	133	179	190
64	77	121	134	180	191
65	78	122	135	181	192
66	79	123	136	182	193
67	80	124	137	183	194
68	81	125	138	184	195
69	82	126	139	185	196

Passage 1 *Laura*

Last word read	<i>again</i>	Word number	<b>123</b>
Ⓐ Time in seconds	<b>60</b>	Number of errors	<b>9</b>
		Ⓑ Number of words read correctly	<b>114</b>
		(60 x Ⓑ) ÷ Ⓐ = Words correct per minute (WCPM)	<b>114</b>
<b>Ⓒ EQUATED SCORE</b>			
Comprehension Retell	<i>About...um...a girl that were...they moved where the father gets a job. Then they move to Kansas, but I don't know where, and they had another girl. And when Laura was 13, they moved back to...oh...Wisconsee. And...uh...Carol was another...was a young author.</i>		
ⓧ Recalled idea units		Ⓨ Maximum possible idea units	
<b>ⓧ + Ⓨ = Ⓩ PASSAGE RETELL SCORE</b>			

# Obtaining Equated Scores for Passage Reading Fluency: *YOU Do*

- Find the appropriate equating table (located near the end of the examiner's packet).
- In the WCPM column, find the raw score from the Record Sheet.
- Find the corresponding equated score in the shaded column one cell to the right of the student's WCPM.
- Record the equated score on the Record Sheet.

## Obtaining Equated Scores for Passage Reading Fluency: *YOU Do* (cont.)

### Passage 2 *A Wonderful Friendship*

Last word read	<i>Bell</i>	Word number	<b>141</b>
Ⓐ Time in seconds	<b>60</b>	Number of errors	<b>11</b>
		Ⓑ Number of words read correctly	<b>130</b>
		(60 x Ⓑ) ÷ Ⓐ = WCPM	<b>130</b>
		Ⓒ EQUATED SCORE	
Comprehension Retell	<i>This young girl couldn't hear, and they went to this scientist who helped her to see if she could talk or hear. And she couldn't even talk, and he might do sign language.</i>		

### Passage 3 *Spreading Wildflowers*

Last word read	<i>President</i>	Word number	<b>141</b>
Ⓐ Time in seconds	<b>60</b>	Number of errors	<b>15</b>
		Ⓑ Number of words read correctly	<b>126</b>
		(60 x Ⓑ) ÷ Ⓐ = WCPM	<b>126</b>
		Ⓒ EQUATED SCORE	
Comprehension Retell	<i>This girl named Claudia was born in 1972, I think, and she was like...she liked the flowers. And they were waiting for the flowers to grow, and some people wanted to mow it.</i>		

## Obtaining Equated Scores for Word Reading Fluency: *I Do*

- Find the appropriate equating table (located near the end of the examiner's packet).
- In the WCPM column, find the raw score from the Record Sheet.
- Find the corresponding equated score in the shaded column one cell to the right of the student's WCPM.



# Obtaining Equated Scores for Word Reading Fluency: *WE Do*

Grade 7 Word Reading Fluency Equating Table BOY – Word List #1 Easy

WCPM Score	Equated Score	WCPM Score	Equated Score
21	15	88	92
22	16	89	93
23-24	17	90	94
25	18	91	95
26	19	92	96
27-28	20	93-94	97
29	21	95	98
30	22	96	99
31-32	23	97	100
33	24	98	101
34	25	99	102
35	26	100-101	103
36	27	102	104
37-38	28	103	105
39	29	104	106
40	30	105	107
41	31	106	108
42	32	107-108	109
43	33	109	110
44-45	34	110	111
46	35	111	112
47	36	112	113
48	37	113	114
49	38	114-115	115
50	39	116	116
51	40	117	117
52-53	41	118	118
54	42	119	119
55	43	120	120
56	44	121-122	121
57	45	123	122
58	46	124	123
59-60	47	125	124
61	48	126	125
62	49	127	126
63	50	128-129	127
64	51		
65	52		
66-68	53		
69	54		
70	55		
71	56		
72	57		
73	58		
74	59		
75	60		
76	61		
77	62		
78	63		
79	64		
80	65		
81	66		
82	67		
83	68		
84	69		
85	70		
86-87	71		

Easy Word List 1

Last word read	<i>hall</i>	Word number	34
A Time in seconds	60	Number of errors	11
		B Number of words read correctly	23
		(60 x B) ÷ A = Words correct per minute (WCPM)	23
		<b>EQUATED SCORE</b>	

# Obtaining Equated Scores for Word Reading Fluency: *YOU Do*

- Find the appropriate equating table (located near the end of the examiner’s packet).
- In the WCPM column, find the raw score from the Record Sheet.
- Find the corresponding equated score in the shaded column one cell to the right of the student’s WCPM.
- Record the equated score on the Record Sheet.

# Obtaining Equated Scores for Word Reading Fluency: *YOU Do* (cont.)

Moderate Word List 8			
Last word read	<i>contain</i>	Word number	32
A Time in seconds	60	Number of errors	12
		B Number of words read correctly	20
		$(60 \times B) \div A =$ Words correct per minute (WCPM)	20
			<b>Ⓢ EQUATED SCORE</b>

Challenging Word List 15			
Last word read	<i>extracted</i>	Word number	30
A Time in seconds	60	Number of errors	16
		B Number of words read correctly	14
		$(60 \times B) \div A =$ Words correct per minute (WCPM)	14
			<b>Ⓢ EQUATED SCORE</b>

# Averaging the Equated Scores: *I Do*

- The average equated score is the average number of words read correctly after controlling for the difficulty level of the passages/word lists.
- $(\text{Equated scores } 1 + 2 + 3) / 3 = \text{Average equated score}$

# Averaging the Equated Scores: *WE Do*

Passage 1 <i>Laura</i>	
Last word read: <i>again</i>	Word number: 123
Time in seconds: 60	Number of errors: 9
	Number of words read correctly: 124
	(60 x 0) ÷ 9 = WCPM: 124
● EQUATED SCORE: 125	
Comprehension Retell: <i>About... um... a girl that were... they moved where the father gets a job. Then they move to Kansas, but I don't know where, and they had another girl. And when Laura was 13, they moved back to... oh... Wisconsin. And... uh... Carol was another... was a young author.</i>	
Recalled idea units: <input type="text"/>	Maximum possible idea units: <input type="text"/>
X = V ÷ F = PASSAGE RETELL SCORE	

Passage 2 <i>A Wonderful Friendship</i>	
Last word read: <i>ball</i>	Word number: 141
Time in seconds: 60	Number of errors: 11
	Number of words read correctly: 130
	(60 x 0) ÷ 11 = WCPM: 130
● EQUATED SCORE: 134	
Comprehension Retell: <i>This young girl couldn't hear, and they went to this scientist who helped her to see if she could talk or hear. And she couldn't even talk, and he might do sign language.</i>	
Recalled idea units: <input type="text"/>	Maximum possible idea units: <input type="text"/>
X = V ÷ F = PASSAGE RETELL SCORE	

Passage 3 <i>Spreading Wildflowers</i>	
Last word read: <i>President</i>	Word number: 191
Time in seconds: 60	Number of errors: 15
	Number of words read correctly: 126
	(60 x 0) ÷ 15 = WCPM: 126
● EQUATED SCORE: 140	
Comprehension Retell: <i>This girl named Claudia was born in 1972, I think, and she was like... she liked the flowers. And they were waiting for the flowers to grow, and some people wanted to mow it.</i>	
Recalled idea units: <input type="text"/>	Maximum possible idea units: <input type="text"/>
X = V ÷ F = PASSAGE RETELL SCORE	

Total equated scores (add all ●s)	
Divide by 3 for <b>AVERAGE EQUATED SCORE</b>	

# Averaging the Equated Scores: *We Do (cont.)*

## What if you had recorded 16 errors on passage 3?

For passage 3, 16 errors = 125 WCPM = 139 equated score

Passage 1: "Laura" 125

Passage 2: "A Wonderful Friendship" 134

Passage 3: "Spreading Wildflowers" 139

Total equated scores (add all ●s)	398
Divide by 3 for <b>AVERAGE EQUATED SCORE</b>	133

## Averaging the Equated Scores: *YOU Do*

Using the data recorded on the  
Record Sheet for Word Reading Fluency  
(Handout 2, page 2),  
calculate the student's average equated score.

## Averaging the Equated Scores: *YOU Do (cont.)*

Easy: Word List 1	17
Moderate: Word List 8	26
Challenging: Word List 15	33

Total equated scores (add all ○'s)	
Divide by 3 for <b>AVERAGE EQUATED SCORE</b>	

## Interpreting the Results: / Do

BEGINNING OF YEAR			
Average Equated Score RANGE	DECODING	FLUENCY	COMPREHENSION
Needs Identified	Decoding, Fluency, and Comprehension	Fluency and Comprehension	Comprehension
<b>Grade 6</b>			
TMSFA Word Lists	≤ 55	56–73	> 74
TMSFA Passage Fluency	≤ 88	89–113	> 114
<b>Grade 7</b>			
TMSFA Word Lists	≤ 58	59–75	> 76
TMSFA Passage Fluency	≤ 89	90–118	> 119
<b>Grade 8</b>			
TMSFA Word Lists	≤ 64	65–86	> 87
TMSFA Passage Fluency	≤ 101	102–124	> 125

*(Texas Education Agency [TEA], University of Houston [UH], & The University of Texas System [UTS], 2008b)*

## Development of the Guidelines for Interpreting the TMSFA Results

Based on the research:

- 75% of the Texas student participants struggling with reading had difficulties in one or more domains.
- Of those who exhibited difficulties:
  - 6% struggled with decoding alone.
  - 12% struggled with fluency alone.
  - 19% struggled with comprehension alone.
  - 32% struggled with decoding or fluency + comprehension.
  - 31% struggled with decoding + fluency + comprehension.

## Interpreting the Results: Word Reading Fluency Subtest

Voice ( <i>hes.</i> )	Greeks (geeks)	Tomorrow's (tom-rows)
Burst (burts)	Oxygen (ex-ogen)	Irritation ( <i>skip</i> )
Adult (a-dent)	Comfortable (comforting)	Whisked (whisker)
Dim (dime)	Announced (announce)	Marquis (market)
Coast (coat)	Properly (proper)	Mowgli (Mo-gull-eye)
Slept (sleep)	Determine (de-ter-mine)	Melody (lemonade)
Coach (coke)	Nights (nie-gets)	Minnows (minus)
Type (teepee)	Europeans ( <i>hes.</i> )	Screened (screamed)
Wound (wand)	Hundreds (husbands)	Pitiful (pitfall)
Route ( <i>hes.</i> )	Tissue (sit-sue)	Estuary (est- <i>hes.</i> )
Hall (hale)	Steadily (steady)	Consulting (consoling)
	Contain (cuhn-tan)	Trolley (trowley)
		Hobbled (hobbit)
		Feathered (feathers)
		Extracted (extrace)

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## Results from an Example Intervention Class

"Laura"	"A Wonderful Friendship"	"Spreading Wildflowers"
1. 125	1. 134	1. 140
2. 115	2. 98	2. 101
3. 98	3. 90	3. 108
4. 99	4. 99	4. 94
5. 100	5. 92	5. 110
6. 84	6. 78	6. 85
7. 54	7. 51	7. 57
8. 52	8. 52	8. 64
9. 54	9. 37	9. 43

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# Interpreting the Results: Passage Reading Fluency Subtest

- Comprehension retell:
  - Initial prompt: “Can you tell me everything you remember reading in the passage?”
  - Follow-up prompt: “Do you remember anything else?”
- Score the retell to identify students whose WCPM may not adequately reflect their comprehension.

# Scoring the Comprehension Retell: I Do



**Retell Scoring Guide** Laura  
(page 1 of 8)

Each row of the table represents an idea unit and is worth 7 points.

# of Words Read	Recalled Idea Unit	Maximum Possible Idea Units
7	A girl <input type="checkbox"/> was a <input type="checkbox"/> writer <input type="checkbox"/> author <input type="checkbox"/> or <input type="checkbox"/> wrote children's books.	1
24	She <input type="checkbox"/> was born <input type="checkbox"/> in a log house <input type="checkbox"/> in Wisconsin <input type="checkbox"/> in 1867.	2
37	She <input type="checkbox"/> was close to her older sister <input type="checkbox"/> had an older sister named Mary <input type="checkbox"/> or <input type="checkbox"/> was the second daughter of <input type="checkbox"/> Charles <input type="checkbox"/> Caroline.	3
65	They <input type="checkbox"/> had to move <input type="checkbox"/> so her <input type="checkbox"/> dad <input type="checkbox"/> could <input type="checkbox"/> find <input type="checkbox"/> get <input type="checkbox"/> work <input type="checkbox"/> a job <input type="checkbox"/> because her dad didn't have <input type="checkbox"/> .	4
72	Her family <input type="checkbox"/> moved <input type="checkbox"/> when Laura was born <input type="checkbox"/> to Missouri.	5
82	They <input type="checkbox"/> moved <input type="checkbox"/> to start a farm <input type="checkbox"/> to Kansas <input type="checkbox"/> where her sister Carrie was born.	6
105	They <input type="checkbox"/> moved <input type="checkbox"/> back to Wisconsin <input type="checkbox"/> to her real family.	7
122	Her family <input type="checkbox"/> moved <input type="checkbox"/> in 1874 <input type="checkbox"/> to Walnut Grove <input type="checkbox"/> to Minnesota <input type="checkbox"/> or <input type="checkbox"/> Her dad/father <input type="checkbox"/> wanted <input type="checkbox"/> to farm <input type="checkbox"/> Charles <input type="checkbox"/> to farm <input type="checkbox"/> .	8
151	The girls <input type="checkbox"/> had many adventures.	9
176	Laura and her sisters <input type="checkbox"/> ate <input type="checkbox"/> their crops <input type="checkbox"/> their wheat crop <input type="checkbox"/> destroyed <input type="checkbox"/> .	10

Table continues on the next page.

Passage 1 *Laura*

Last word read	<i>again</i>	Word number	<b>123</b>
⌚ Time in seconds	<b>60</b>	Number of errors	<b>9</b>
		⊖ Number of words read correctly	<b>114</b>
		(60 x ⊖) ÷ ⌚ = Words correct per minute (WCPM)	<b>114</b>
<b>⊕ EQUATED SCORE 125</b>			
Comprehension Retell	<i>About...um...a girl that were...they moved where the father gets a job. Then they move to Kansas, but I don't know where, and they had another girl. And when Laura was 13, they moved back to...oh...Wisconsee. And...uh...Carol was another...was a young author.</i>		
✕ Recalled idea units		✓ Maximum possible idea units	
<b>⊗ ⊖ = ⊚ PASSAGE RETELL SCORE</b>			

# Scoring the Comprehension Retell: I Do (cont.)



**Retell Scoring Guide** Laura  
(page 1 of 3)

*Each row of the table represents an idea unit and is worth 1 point.*

# of Words Read	Recalled Idea Unit	Maximum Possible Idea Units
7	A girl / A lady / Laura was a writer / author / wrote children's books	1
24	She / Laura was born in a log house in Wisconsin in 1867	2
37	She / Laura was close to her older sister / had an older sister named Mary / was the second daughter of Charles / Caroline	3
65	They / Her family had to move so her / wherever their / dad / father / could / find / get / work / a job / because her dad didn't have	4
72	They / Her family moved after Laura was born to Missouri	5
82	They / Her family moved to start a farm to Kansas where her sister Carrie was born	6
105	They / Her family moved back to Wisconsin to be near family	7
122	They / Her family moved in 1874 to Walnut Grove to Minnesota / Her dad/father / wanted / longed / to farm	8
151	The girls / Laura and her sisters had many adventures	9
176	Grasshoppers / bugs ate / destroyed / their crops / their wheat crop	10

*Table continues on the next page.*

Passage 1 *Laura*

Last word read	<i>again</i>	Word number	123
Time in seconds	60	Number of errors	9
		Number of words read correctly	114
		(60 x 9) + 114 = Words correct per minute (WCPM)	114
		<b>EQUATED SCORE</b>	125

Comprehension Retell: *About...um...a girl that were...they moved where the father gets a job. Then they move to Kansas, but I don't know where, and they had another girl. And when Laura was 13, they moved back to...oh...Wisconsee. And...uh...Carol was another...was a young author.*

Recalled idea units:  Maximum possible idea units:

**PASSAGE RETELL SCORE**  $X = Y = Z$

# Scoring the Comprehension Retell: I Do (cont.)



**Retell Scoring Guide** Laura  
(page 1 of 3)

*Each row of the table represents an idea unit and is worth 1 point.*

# of Words Read	Recalled Idea Unit	Maximum Possible Idea Units
7	A girl / A lady / Laura was a writer / author / wrote children's books	1
24	She / Laura was born in a log house in Wisconsin in 1867	2
37	She / Laura was close to her older sister / had an older sister named Mary / was the second daughter of Charles / Caroline	3
65	They / Her family had to move so her / wherever their / dad / father / could / find / get / work / a job / because her dad didn't have	4
72	They / Her family moved after Laura was born to Missouri	5
82	They / Her family moved to start a farm to Kansas where her sister Carrie was born	6
105	They / Her family moved back to Wisconsin to be near family	7
122	They / Her family moved in 1874 to Walnut Grove to Minnesota / Her dad/father / wanted / longed / to farm	8





# Scoring the Comprehension Retell: WE Do

**Retell Scoring Guide** *A Wonderful Friendship* (page 1 of 3)

Each row of the table represents an idea unit and is worth 1 point.

# of Words Read	Recalled Idea Unit	Maximum Possible Idea Units
11	A girl Helen Keller couldn't see hear	1
18	A man Alexander Graham Bell was a scientist was an inventor invented the telephone	2
26	They Keller and Bell were famous knew each other opened new worlds of conversation communication	3
58	The girl Helen Keller lost her sight hearing when she was a baby didn't speak talk	4
81	She Helen Keller was intelligent wanted to learn was eager to learn	5
100	Her (Keller's) parents wanted to help her learn to educate her	6
116	They Her (Keller's) parents took her (Keller) went to see the scientist the inventor Alexander Graham Bell	7
131	He the man Bell thought teaching was considered teaching to be deaf people used to teach	8
153	They Her (Keller's) parents hired a private teacher Anne Sullivan	9
172	The teacher Sullivan taught her (Keller) words	10
190	The girl Keller learned to read and write wrote her first letter to Bell	11

Table continues on the next page.

**Passage 2** *A Wonderful Friendship*

Last word read	Bell	Word number	141
Time in seconds	60	Number of errors	11
		Number of words read correctly	130
		$(60 \times 0) \div 0 = \text{WCPM}$	130
		<b>EQUATED SCORE</b>	134

Comprehension Retell: *This young girl couldn't hear, and they went to this scientist who helped her to see if she could talk or hear. And she couldn't even talk, and he might do sign language.*

Recalled idea units: \_\_\_\_\_ Maximum possible idea units: \_\_\_\_\_

**PASSAGE RETELL SCORE**  $X = Y \div Z$

# Scoring the Comprehension Retell: WE Do (cont.)

**Retell Scoring Guide** *Spreading Wildflowers* (page 1 of 3)

Each row of the table represents an idea unit and is worth 1 point.

# of Words Read	Recalled Idea Unit	Maximum Possible Idea Units
6	A girl A lady Claudia Taylor Lady Bird was born in Texas the country Kurnack 1912	1
36	She Claudia Lady Bird liked loved nature being outdoors looking for flowers	2
69	Texas The state started a wildflower program	3
84	The highway department The state Texas They* waited for the flowers to go to seed before they mowed	4
116	The girl The lady Claudia Lady Bird moved to Austin went to college the university UT	5
133	She Claudia Lady Bird married a man Lyndon B. Johnson	6
141	Her husband Johnson ran for became president	7
162	Lady Bird His wife saw beauty and blight neglect vigorness when traveling	8

\* The pronoun "they" is acceptable only if the student is clearly referring to the highway department or the state of Texas.

Table continues on the next page.

**Passage 3** *Spreading Wildflowers*

Last word read	President	Word number	141
Time in seconds	60	Number of errors	15
		Number of words read correctly	126
		$(60 \times 0) \div 0 = \text{WCPM}$	126
		<b>EQUATED SCORE</b>	140

Comprehension Retell: *This girl named Claudia was born in 1912, I think, and she was like...she liked the flowers. And they were waiting for the flowers to grow, and some people wanted to mow it.*

Recalled idea units: \_\_\_\_\_ Maximum possible idea units: \_\_\_\_\_

**PASSAGE RETELL SCORE**  $X = Y \div Z$

# Scoring the Comprehension Retell: WE Do (cont.)

**Passage 1 Laura**

Last word read	again	Word number	123
Time in seconds	60	Number of errors	9
		Number of words read correctly	114
		(60 x 0) ÷ 0 = Words correct per minute (WCPM)	114
		<b>EQUATED SCORE</b>	125
Comprehension Retell: About...um...a girl that were...they moved where the father gets a job. Then they move to Kansas, but I don't know where, and they had another girl. And when Laura was 13, they moved back to...oh...Wisconsee. And...uh...Carol was another...was a young author.			
Recalled idea units	3	Maximum possible idea units	8
		<b>PASSAGE RETELL SCORE</b>	.38

4  
6  
7

**Passage 2 A Wonderful Friendship**

Last word read	Bell	Word number	141
Time in seconds	60	Number of errors	11
		Number of words read correctly	130
		(60 x 0) ÷ 0 = WCPM	130
		<b>EQUATED SCORE</b>	134
Comprehension Retell: This young girl couldn't hear, and they went to this scientist who helped her to see if she could talk or hear. And she couldn't even talk, and he might do sign language.			
Recalled idea units	3	Maximum possible idea units	8
		<b>PASSAGE RETELL SCORE</b>	.38

1  
7  
4

**Passage 3 Spreading Wildflowers**

Last word read	President	Word number	141
Time in seconds	60	Number of errors	15
		Number of words read correctly	126
		(60 x 0) ÷ 0 = WCPM	126
		<b>EQUATED SCORE</b>	140
Comprehension Retell: This girl named Claudia was born in 1972, I think, and she was like...she liked the flowers. And they were waiting for the flowers to grow, and some people wanted to mow it.			
Recalled idea units	2	Maximum possible idea units	7
		<b>PASSAGE RETELL SCORE</b>	.29

1  
2

Total equated scores (add all #s)	399
Divide by 3 for <b>AVERAGE EQUATED SCORE</b>	133

Total passage retell scores (add all #s)	
Divide by 3 for <b>AVERAGE RETELL SCORE</b>	



# Calculating the Average Retell Score

**Passage 1 Laura**

Last word read	again	Word number	123
Time in seconds	60	Number of errors	9
		Number of words read correctly	114
		(60 x 0) ÷ 0 = Words correct per minute (WCPM)	114
		<b>EQUATED SCORE</b>	125
Comprehension Retell: About...um...a girl that were...they moved where the father gets a job. Then they move to Kansas, but I don't know where, and they had another girl. And when Laura was 13, they moved back to...oh...Wisconsee. And...uh...Carol was another...was a young author.			
Recalled idea units	3	Maximum possible idea units	8
		<b>PASSAGE RETELL SCORE</b>	.38

4  
6  
7

**Passage 2 A Wonderful Friendship**

Last word read	Bell	Word number	141
Time in seconds	60	Number of errors	11
		Number of words read correctly	130
		(60 x 0) ÷ 0 = WCPM	130
		<b>EQUATED SCORE</b>	134
Comprehension Retell: This young girl couldn't hear, and they went to this scientist who helped her to see if she could talk or hear. And she couldn't even talk, and he might do sign language.			
Recalled idea units	3	Maximum possible idea units	8
		<b>PASSAGE RETELL SCORE</b>	.38

1  
7  
4

**Passage 3 Spreading Wildflowers**

Last word read	President	Word number	141
Time in seconds	60	Number of errors	15
		Number of words read correctly	126
		(60 x 0) ÷ 0 = WCPM	126
		<b>EQUATED SCORE</b>	140
Comprehension Retell: This girl named Claudia was born in 1972, I think, and she was like...she liked the flowers. And they were waiting for the flowers to grow, and some people wanted to mow it.			
Recalled idea units	2	Maximum possible idea units	7
		<b>PASSAGE RETELL SCORE</b>	.29

1  
2

Total equated scores (add all #s)	399
Divide by 3 for <b>AVERAGE EQUATED SCORE</b>	133

Total passage retell scores (add all #s)	1.05
Divide by 3 for <b>AVERAGE RETELL SCORE</b>	.35

$.35 \times 100 = 35\%$



# Comparing the Average Equated and Average Retell Scores

Decoding and Fluency (Average Equated Score)	Retell Comprehension (Average Retell Score)	Interpretation
<b>Low</b> Average equated score in the Decoding range or lower two-thirds of the Fluency range	<b>Low</b> Average retell score of less than 40%	<b>Group A</b> Students who are struggling with all component skills simultaneously
<b>Low</b> Average equated score in the Decoding range or lower two-thirds of the Fluency range	<b>High</b> Average retell score of greater than 40%	<b>Group B</b> Most common for students with dyslexia (Note: These results do NOT qualify a student for services)
<b>High</b> Average equated score in the upper third of the Fluency range or in the Comprehension range	<b>Low</b> Average retell score of less than 40%	<b>Group C</b> Most common for students who almost failed or barely failed the state reading assessment
<b>High</b> Average equated score in the upper third of the Fluency range or in the Comprehension range	<b>High</b> Average retell score of greater than 40%	<b>Group D</b> Potentially a "false positive," meaning the student failed the state assessment but does not need intervention outside of Tier I

# Scoring the Comprehension Retell: YOU Do

**Record Sheet: Passage Reading Fluency**

Student Name: Susie Sunshane Date: 9/2/20 Gender: F  
 Examiner (and Title): Phyllis Professional, teacher School: Texas MS Grade: 7

Passage 1 Laura

Last word read: returned Word number: 103  
 Number of errors: 8  
 Time in seconds: 60 Number of words read correctly: 95  
 (60 x C) ÷ O = Words correct per minute (WCPM) 95  
 ■ **EQUATED SCORE** 107

Comprehension Retell: That Laura and his family moved to Kansas because in Wisconsin there were no more work for the father. And they do their job in Wisconsin.

Recalled idea units: \_\_\_\_\_ Maximum possible idea units: \_\_\_\_\_  
 ■ **PASSAGE RETELL SCORE** \_\_\_\_\_

Passage 2 A Wonderful Friendship

Last word read: was Word number: 99  
 Number of errors: 2  
 Time in seconds: 60 Number of words read correctly: 92  
 (60 x C) ÷ O = WCPM 92  
 ■ **EQUATED SCORE** 90

Comprehension Retell: It was about a girl who couldn't see or hear. And she had a friend. He was a scientist. He was to learn because she didn't know how to speak.

Recalled idea units: \_\_\_\_\_ Maximum possible idea units: \_\_\_\_\_  
 ■ **PASSAGE RETELL SCORE** \_\_\_\_\_

Scoring continues on the next page.

**Record Sheet: Passage Reading Fluency**

Student Name: Kevin Halpin Date: 9/2/20 Gender: M  
 Examiner (and Title): Phyllis Professional, teacher School: Texas MS Grade: 7

Passage 1 Laura

Last word read: farm Word number: 87  
 Number of errors: 19  
 Time in seconds: 60 Number of words read correctly: 73  
 (60 x C) ÷ O = Words correct per minute (WCPM) 86  
 ■ **EQUATED SCORE** 86

Comprehension Retell: Laura and their sister Mary. That Laura had a older sister named Mary and then they moved to Missouri for a few years. And they put their own farm in Kansas. She lived in the long house.

Recalled idea units: \_\_\_\_\_ Maximum possible idea units: \_\_\_\_\_  
 ■ **PASSAGE RETELL SCORE** \_\_\_\_\_

Passage 2 A Wonderful Friendship

Last word read: they Word number: 92  
 Number of errors: 10  
 Time in seconds: 60 Number of words read correctly: 82  
 (60 x C) ÷ O = WCPM 82  
 ■ **EQUATED SCORE** 78

Comprehension Retell: There was a girl named Helen Keller. A young girl. She couldn't hear.

Recalled idea units: \_\_\_\_\_ Maximum possible idea units: \_\_\_\_\_  
 ■ **PASSAGE RETELL SCORE** \_\_\_\_\_

Scoring continues on the next page.

# Scoring the Comprehension Retell: YOU Do (cont.)



## Susie Sunshine

- **Laura**
  - Recalled idea units
  - Score =
- **A Wonderful Friendship**
  - Recalled idea units
  - Score =
- **Spreading Wildflowers**
  - Recalled idea units
  - Score =
- **Average retell score =**

## Herbie Helpme

- **Laura**
  - Recalled idea units
  - Score =
- **A Wonderful Friendship**
  - Recalled idea unit
  - Score =
- **Spreading Wildflowers**
  - Recalled idea unit
  - Score =
- **Average retell score =**

# Grouping the Sample Students



Decoding and Fluency (Average Equated Score)	Retell Comprehension (Average Retell Score)	Interpretation
<b>Low</b> Average equated score in the Decoding range or lower two-thirds of the Fluency range	<b>Low</b> Average retell score of less than 40%	<b>Group A</b> Students who are struggling with all component skills simultaneously
<b>Low</b> Average equated score in the Decoding range or lower two-thirds of the Fluency range	<b>High</b> Average retell score of greater than 40%	<b>Group B</b> Most common for students with dyslexia (Note: These results do NOT qualify a student for services)
<b>High</b> Average equated score in the upper third of the Fluency range or in the Comprehension range	<b>Low</b> Average retell score of less than 40%	<b>Group C</b> Most common for students who almost failed or barely failed the state reading assessment
<b>High</b> Average equated score in the upper third of the Fluency range or in the Comprehension range	<b>High</b> Average retell score of greater than 40%	<b>Group D</b> Potentially a "false positive," meaning the student failed the state assessment but does not need intervention outside of Tier I

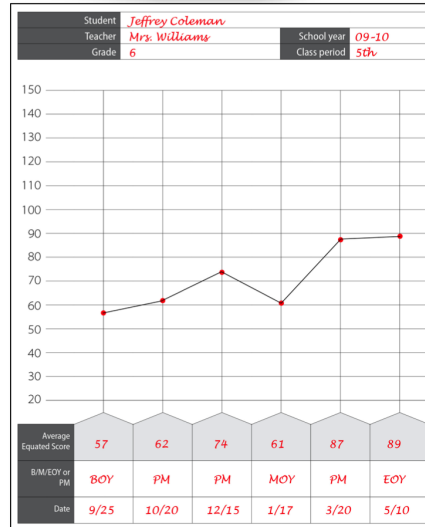
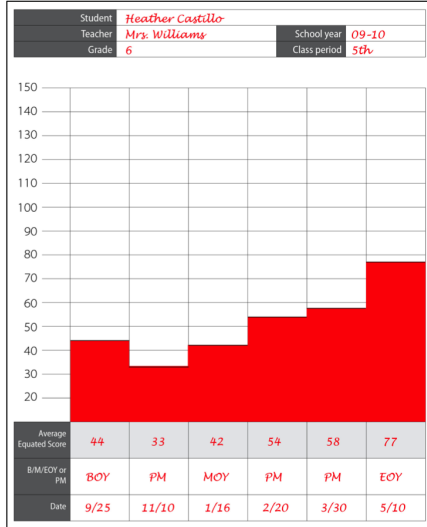
## Monitoring Progress

- Administer the TMSFA three times per year:
  - Fall, winter, and spring
  - Students who have failed the state reading assessment
- Use the correct tables for BOY, MOY, and EOY:
  - Entry points
  - Equating tables
  - Guidelines for interpreting results
- Progress monitor three times per year:
  - August–November
  - December–February
  - March–May

## Tracking Student Progress

Teacher	<i>Mrs. Williams</i>		School year	<i>09-10</i>	
Grade	<i>6</i>		Class period	<i>5th</i>	
Suggested Timeline for Progress Monitoring					
PASSAGE READING FLUENCY ASSESSMENT			PROGRESS MONITORING		
BOY: Two weeks after school starts			PM 1: August, September, October, or November		
MOY: Mid-January			PM 2: December, January, or February		
EOY: Mid-April to May			PM 3: March, April, or May		
Name	BOY/ MOY/EOY or PM	Date	Passage Title	Equated Score(s)	Average Equated Score
<i>Heather Castillo</i>	<i>BOY</i>	<i>9/25</i>		<i>30/51/51</i>	<i>44</i>
	<i>PM</i>	<i>11/10</i>	<i>Penguins</i>	<i>33</i>	<i>33</i>
	<i>MOY</i>	<i>1/16</i>		<i>30/42/53</i>	<i>42</i>
	<i>PM</i>	<i>2/20</i>	<i>The Writing Pencil</i>	<i>54</i>	<i>54</i>
	<i>PM</i>	<i>3/30</i>	<i>Jim Henson</i>	<i>58</i>	<i>58</i>
	<i>EOY</i>	<i>5/10</i>		<i>73/74/85</i>	<i>77</i>
<i>Jeffrey Coleman</i>	<i>BOY</i>	<i>9/25</i>		<i>32/69/71</i>	<i>57</i>
	<i>PM</i>	<i>10/20</i>	<i>The Aye Aye</i>	<i>62</i>	<i>62</i>
	<i>PM</i>	<i>12/15</i>	<i>Jim Henson</i>	<i>74</i>	<i>74</i>
	<i>MOY</i>	<i>1/17</i>		<i>51/59/74</i>	<i>61</i>
	<i>PM</i>	<i>3/20</i>	<i>Mrs. Mason's Gift</i>	<i>87</i>	<i>87</i>
	<i>EOY</i>	<i>5/10</i>		<i>79/87/100</i>	<i>89</i>

# Tracking Student Progress (cont.)



# TMSFA Equated Scores Predict Instructional Need

A number of middle school students struggle to read because:

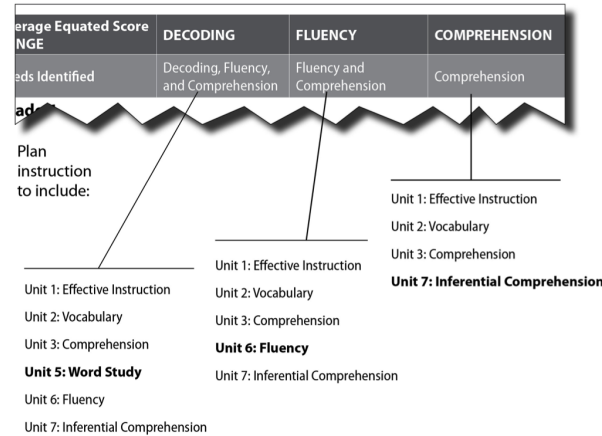
1. They are less able to hold the meaning of text in memory and integrate it with other parts of text;
2. They have not developed accurate word reading skills; and/or
3. They have not automatized their decoding skills such that they are able to read connected text effortlessly and fluently.

BEGINNING OF YEAR			
Average Equated Score RANGE	DECODING	FLUENCY	COMPREHENSION
Needs Identified	Decoding, Fluency, and Comprehension	Fluency and Comprehension	Comprehension
<b>Grade 6</b>			
TMSFA Word Lists	≤ 55	56-73	> 74
TMSFA Passage Fluency	≤ 88	89-113	> 114
<b>Grade 7</b>			
TMSFA Word Lists	≤ 58	59-75	> 76
TMSFA Passage Fluency	≤ 89	90-118	> 119
<b>Grade 8</b>			
TMSFA Word Lists	≤ 64	65-86	> 87
TMSFA Passage Fluency	≤ 101	102-124	> 125



## Using the TMSFA Results to Plan Reading Instruction

Interpretation of assessment results identified that the student had these needs:



TALA

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## Caution About Interpreting the Results of the TMSFA

“These scores should *not* be viewed as discreet cutoffs to be applied indiscriminately to categorize students, but as heuristics that are tempered by teacher observations of the students’ reading ability. In other words, these are **guidelines** that should be used along with other information available to educators about a student’s reading needs. The variability around these scores is high, and brief screening measures do not substitute for careful observation.

We also caution that nearly all struggling readers in middle school will need intervention in reading comprehension and vocabulary. Some students will *also* need intervention in decoding and/or fluency.”

(TEA et al., 2008b, p. 33)

TALA

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## Summary

- Understand the use of equated scores in monitoring student progress.
- Know how to obtain equated scores.
- Know how to score the comprehension retell.
- Understand how to interpret the results from the Texas Middle School Fluency Assessment (TMSFA).
- Know how to use the results of the TMSFA to plan reading instruction.

## Reflection Log



### Interpreting and Implementing Assessment Results

Think about how you plan to use the results of the TMSFA.

- With what aspects of interpreting and implementing the assessment do you feel confident?
- What about the interpretation of the results seems particularly useful in identifying student needs and planning instruction?
- With what aspects of interpreting and implementing the assessment are you concerned?
- What questions do you still have?

