

# Unit 4: Diagnostic and Progress Monitoring Data

## Module 1: Administering the Texas Middle School Fluency Assessment

TEXAS  
**TALA**  
ADOLESCENT  
LITERACY  
ACADEMIES

# House Bill 2237, Section 6

- Students who do not “meet standard” on the grade 6 Texas Assessment of Knowledge and Skills (TAKS) or the State of Texas Assessments of Academic Readiness (STAAR) reading tests must be administered a diagnostic assessment in grade 7.
- The Texas Middle School Fluency Assessment (TMSFA) was developed with Texas students to be a valid and reliable instrument for determining students’ areas of instructional need.

# 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

# Objectives

- Understand the predictive validity of oral reading fluency (ORF) measures.
- Become familiar with the components of the TMSFA.
- Know how to administer the Passage Reading Fluency subtest.
- Know how and when to administer the Word Reading Fluency subtest.

# Efficient Indicator of Overall Reading Ability

- Teacher judgment tends not to be as reliable or valid as objective, quick oral reading fluency alternatives for identifying low-progress readers in need of targeted instruction.

*(Madelaine & Wheldall, 2005)*

- Fall oral reading fluency scores improve the predictive power of failure or success on state reading assessments.

*(Stage & Jacobsen, 2001)*

# Efficient Indicator of Overall Reading Ability (cont.)

“Measurement of oral reading fluency may serve as a strong indicator of overall reading competence because it captures individual differences in a number of reading subcomponents at lower and higher levels of processing.”

*(Fuchs, Fuchs, Hosp, & Jenkins, 2001, p. 247)*

# Structure of the TMSFA

- Passage Reading Fluency
  - Passages of 130–630 words in length
  - Expository and narrative
  - Range of difficulty levels
- Word Reading Fluency
  - Easy: High-frequency words of 1–6 letters
  - Moderate: High-frequency words of 6–10 letters
  - Challenging: Low-frequency words of 6–10 letters

# Data Collection Points

- Beginning of year (BOY): Just after school starts in the fall
- Middle of year (MOY): Just after winter break in January
- End of year (EOY): At the end of the school year, after spring break



# Entry Points for Testing: Passage Reading Fluency



Grade 7 Entry Points			
Time Point	Passage 1	Passage 2	Passage 3
Beginning of Year (BOY)	Laura	A Wonderful Friendship	Spreading Wildflowers
Middle of Year (MOY)	An Unusual Job	The King's Gold	Greta Von Trombone
End of Year (EOY)	Underground Town	Coral Reefs	My Invisible Summer

Entry Points for Administrations Occurring Between Assessment Time Points			
Time Point	Passage 1	Passage 2	Passage 3
Between BOY and MOY	Caroline Herschel	Mrs. Mason's Gift	Let's Do It Again
Between MOY and EOY	Caroline Herschel	Let's Do It Again	The Parthenon

# Passage Reading Fluency: Progress Monitoring

## Grade 7 Progress Monitoring Passages: August–November

STORY	LEXILE	TEXT TYPE
A SOOTHING SONG	500	N
THE WRITING PENCIL	510	N
TITANIC	550	N
KOALAS	560	E
WHAT WAS AMANDA'S MESSAGE?	590	N
MISTIPPEE	640	N
A FRIEND ON THE TRAIL	650	N
SUNI	660	E
VICKIE AND THE KITTEN	710	N
JANE GOODALL: A FRIEND TO CHIMPANZEES	740	E
A GREAT COMET	780	E
JIM HENSON	800	E
DOLLEY MADISON SAVES THE DAY	830	E
FACES ON THE MOUNTAIN	950	E

N = Narrative passage; E = Expository passage

# Preparing to Administer the Passage Reading Fluency Subtest



- Pen/pencil
- Digital timer
- One copy of student packet
- Copies of examiner packet (one copy per student)
  - Directions
  - Record Sheet
  - Passages

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

**Record Sheet: Passage Reading Fluency**

Student Name \_\_\_\_\_ Date \_\_\_\_\_ Gender \_\_\_\_\_  
Examiner (and Title) \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_

**Passage 1** *Laura*

Last word read _____	Word number _____
○ Time in seconds _____	○ Number of errors _____
○ Number of words read correctly _____	
(60 x ○) ÷ ○ = Words correct per minute (WCPM) _____	
● <b>EQUATED SCORE</b> _____	

Comprehension Retell

○ Recalled idea units \_\_\_\_\_

○ Maximum possible idea units \_\_\_\_\_

○ ○ ÷ ○ = **PASSAGE RETELL SCORE** \_\_\_\_\_

**Passage 2** *A Wonderful Friendship*

Last word read _____	Word number _____
○ Time in seconds _____	○ Number of errors _____
○ Number of words read correctly _____	
(60 x ○) ÷ ○ = WCPM _____	
● <b>EQUATED SCORE</b> _____	

Comprehension Retell

○ Recalled idea units \_\_\_\_\_

○ Maximum possible idea units \_\_\_\_\_

○ ○ ÷ ○ = **PASSAGE RETELL SCORE** \_\_\_\_\_

*Scoring continues on the next page.*

# Administering the Passage Reading Fluency Subtest: *I Do*

“I want you to read this passage out loud and do your best reading. If you get stuck or come to a word you cannot read, I will tell you the word so you can keep reading. When I say ‘Stop,’ I will ask you to tell me about what you read. Do you understand? . . . Okay, you will begin as soon as I turn the page.”

# Administering the Passage Reading Fluency Subtest: *I Do* (cont.)



- Read the title.
- Start timing when the student says the first word.
- Mark with a slash (/) any words the student reads incorrectly:
  - Mispronunciations (including leaving off *-s*, *-ed*, and *-ing*)
  - Substitutions of sounds or words
  - Reversals of sounds
  - Skips
  - Alterations of numerals
- Mark with a slash (/) any word on which the student hesitates for 3 seconds or more. Provide the word and, if necessary, tell the student to “Go on.”

# Administering the Passage Reading Fluency Subtest: *I Do* (cont.)

- If the student skips a line, stop the student and redirect him/her to the beginning of the line.
  - Count the first word as incorrect.
  - Do not stop the timer.
- When the timer sounds, say “Stop,” and circle the last word read.
- If the student stops reading before the time is up, record the time it took to read all the words.



# Administering the Passage Reading Fluency Subtest: / Do (cont.)

Initial retell prompt:

**“Can you tell me everything you remember reading in the passage?”**

**Laura**  
Lexile: 600 – **7th Grade BOY #1**  
Source: TPRI

Laura Ingalls Wilder is a famous author. She wrote children’s books about pioneer life in the late 19th Century. Laura was born in 1867 in a log house in Wisconsin. She was the second daughter of Charles and Caroline Ingalls. Laura had an older sister named Mary. They were very close. The family moved frequently. They went wherever their father could find a job. Shortly after birth, the family moved to Missouri. A few years later, they moved to Kansas to start their new life. A third daughter, Carrie, was born there. When Laura was 13, they left Kansas and moved to Wisconsin to be near family.

They were happy to be there, but their father longed to farm again. So, four years later, in 1880, the family moved to Walnut Grove, Minnesota. They built a house and farmed the land. The family had many adventures there. But the family suffered many tragedies as well. During their

17  
25

Passage 1 *Laura*

Last word read		Word number	
<b>A</b> Time in seconds		Number of errors	
		<b>B</b> Number of words read correctly	
		$(60 \times B) \div A = \text{Words correct per minute (WCPM)}$	
		<b>EQUATED SCORE</b>	
Comprehension Retell			
<b>X</b> Recalled idea units		<b>Y</b> Maximum possible idea units	
		$X \div Y = Z \text{ PASSAGE RETELL SCORE}$	

Follow-up prompt:  
**“Do you remember anything else?”**







# Administering the Passage Reading Fluency Subtest: / Do (cont.)

Initial retell prompt:

**“Can you tell me everything you remember reading in the passage?”**

**Laura**  
Lexile: 600 – **7th Grade BOY #1**  
Source: TPRI

Laura Ingalls Wilder is a famous author. She wrote children’s books about pioneer life in the late 19th Century. Laura was born in 1867 in a log house in Wisconsin. She was the second daughter of Charles and Caroline Ingalls. Laura had an older sister named Mary. They were very close. The family moved frequently. They went wherever their father could find a job. Shortly after birth, the family moved to Missouri. A few years later, they moved to Kansas to start their new life. A third daughter, Carrie, was born there. When Laura was 13, they left Kansas and moved to Wisconsin to be near family.

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Passage 1 *Laura*

Last word read		Word number	
<b>A</b> Time in seconds		Number of errors	
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		$(60 \times B) \div A = \text{Words correct per minute (WCPM)}$	
		<b>EQUATED SCORE</b>	
Comprehension Retell			
<b>X</b> Recalled idea units		<b>Y</b> Maximum possible idea units	
		$X \div Y = Z \text{ PASSAGE RETELL SCORE}$	

Follow-up prompt:  
**“Do you remember anything else?”**

# Administering the Passage Reading Fluency Subtest: *WE Do*

- Prepare the materials.
- Read the directions and passage title.
- Mark with a slash (/) any words the student reads incorrectly:
  - Mispronunciations (including leaving off *-s*, *-ed*, and *-ing*)
  - Substitutions of sounds or words
  - Reversals of sounds
  - Skips
  - Alterations of numerals
  - Hesitations of 3 seconds
- Stop after 1 minute and give the initial retell prompt.

# Administering the Passage Reading Fluency Subtest: *WE Do* (cont.)



## Laura

Lexile: 600 – **7th Grade BOY #1**

Source: TPRI

17

35

52

67

85

102

Laura Ingalls Wilder is a famous author. She wrote children's books about pioneer life in the late 19th Century. Laura was born in 1867 in a log house in Wisconsin. She was the second daughter of Charles and Caroline Ingalls. Laura had an older sister named Mary. They were very close. The Ingalls family moved frequently. They went wherever their father could find a job. Shortly after Laura's birth, the family moved to Missouri. A few years later, they moved to Kansas to start their own farm. A third daughter, Carrie, was born there. When Laura was 13, they left Kansas and returned to Wisconsin to be near family.

109

128

145

The girls were happy to be there, but their father longed to farm again. So, four years later, in 1874, the family moved to Walnut Grove, Minnesota. They built a house and farmed the land. The three girls had many adventures there. But the family suffered many tragedies as well. During their

# Administering the Passage Reading Fluency Subtest: *WE Do* (cont.)



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Lexile: 600 – **7th Grade BOY #1**

Source: TPRI

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# Administering the Passage Reading Fluency Subtest: *WE Do* (cont.)



## Laura

Lexile: 600 – **7th Grade BOY #1**

Source: TPRI

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102

Laura Ingalls Wilder is a famous author. She wrote children's books about pioneer life in the late 19th Century. Laura was born in 1867 in a log house in Wisconsin. She was the second daughter of Charles and Caroline Ingalls. Laura had an older sister named Mary <sup>who was</sup>. They were very close. The Ingalls family moved frequently. They went wherever their father could find a job. Shortly after Laura's birth, the family moved to Missouri. A few years later, they moved to Kansas to start their own farm. A third daughter, Carrie, was born there. When Laura was 13, they left Kansas and returned to Wisconsin to be near family.

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The girls were happy to be there, but their father longed to farm again. So, four years later, in 1874, the family moved to Walnut Grove, Minnesota. They built a house and farmed the land. The three girls had many adventures there. But the family suffered many tragedies as well. During their

# Administering the Passage Reading Fluency Subtest: *WE Do* (cont.)

- Initial prompt:  
“Can you tell me everything you remember reading in the passage?”
- Student 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 ... Wisconsin. And ... uh ... Carol was another ... was a young author.”
- Follow-up prompt:  
“Do you remember anything else?”

# Administering the Passage Reading Fluency Subtest: *WE Do* (cont.)

Passage 1 <i>Laura</i>			
Last word read	<i>again</i>	Word number	<b>123</b>
<b>A</b> Time in seconds	<b>60</b>	Number of errors	<b>9</b>
		<b>B</b> Number of words read correctly	<b>114</b>
		(60 x <b>B</b> ) ÷ <b>A</b> = Words correct per minute (WCPM)	<b>114</b>
			<b>C 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>		

- If the student reads for less than 1 minute, use the formula to calculate words correct per minute (WCPM):  
 $(60 \times \text{number of words read correctly}) / \text{time in seconds}$
- Example:  $(60 \times 50 \text{ words}) / 57 \text{ seconds} = 52.63$ , or 53 WCPM

# Administering the Passage Reading Fluency Subtest: *YOU Do*



- Prepare the materials.
- Read the directions and passage title.
- Mark with a slash (/) any words the student reads incorrectly:
  - Mispronunciations (including leaving off *-s*, *-ed*, and *-ing*)
  - Substitutions of sounds
  - Reversals of sounds
  - Skips
  - Alterations of numerals
  - Hesitations of 3 seconds
- Stop after 1 minute and give the initial retell prompt.



# Administering the Passage Reading Fluency Subtest: *YOU Do*



- Prepare the materials.
- Read the directions and passage title.
- Mark with a slash (/) any words the student reads incorrectly:
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- Stop after 1 minute and give the initial retell prompt.



# Administering the Passage Reading Fluency Subtest: *YOU Do* (cont.)

17

32

Helen Keller was a young girl who couldn't see or hear. Alexander Graham Bell was the famous scientist who invented the telephone. These two famous people not only knew each other, but together they also opened up new worlds of conversation.

41

59

80

98

Helen Keller was born in 1880. When she was a baby, she lost her sight and hearing. Because of her inability to hear, she did not learn how to speak. Even so, it was clear that she was an intelligent child and was eager to learn. Keller's family did everything they could to find a way to educate her.

100

118

136

When Helen Keller was six years old, her parents took her to see Alexander Graham Bell. He was well known for his inventions. He was also a teacher of deaf people. He considered teaching to be his most important work.

140

154

Bell recognized Keller's intelligence. At his suggestion her parents hired a private teacher named Anne Sullivan. She worked with Keller every day. Through her persistence Sullivan was able to

# Administering the Passage Reading Fluency Subtest: *YOU Do* (cont.)

17

32

Helen Keller was a young girl who couldn't <sup>not</sup> see or hear. Alexander ~~Graham~~ Bell was ~~the~~ famous scientist who invented the telephone. These two famous people ~~not~~ only knew each other, but <sup>they</sup> together ~~they~~ also opened up new worlds of conversation.

41

59

80

98

Helen Keller was born in 1880. When she was a baby, she lost her sight and hearing. Because of her ~~inability~~ to hear, she did not learn ~~how~~ to speak. Even so, it was clear that she was **an** intelligent child and was eager to learn. ~~Keller's~~ family did everything they could to find a way to educate her.

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When Helen Keller was ~~six~~ years old, her parents took her to see Alexander Graham Bell. He was <sup>very</sup> well known for his inventions. He was also a teacher ~~of~~ deaf people. He considered teaching to be ~~his~~ most important work.

140

154

*Alexander Graham*

Bell recognized Keller's intelligence. At his suggestion her parents hired a private teacher named Anne Sullivan. She worked with Keller every day. Through her persistence Sullivan was able to

# Administering the Passage Reading Fluency Subtest: *YOU Do* (cont.)

“Can you tell me everything you remember reading in the passage?”

Passage 2 <i>A Wonderful Friendship</i>	
Last word read	
<b>A</b> Time in seconds	
	Word number
	Number of errors
	<b>B</b> Number of words read correctly
	$(60 \times \mathbf{B}) \div \mathbf{A} = \text{WCPM}$
	<b>C EQUATED SCORE</b>
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>

“Do you remember anything else?”

# Administering the Passage Reading Fluency Subtest: *YOU Do* (cont.)

“Can you tell me everything you remember reading in the passage?”

Passage 2 <i>A Wonderful Friendship</i>			
Last word read	<i>Bell</i>	Word number	<i>141</i>
<b>A</b> Time in seconds	<i>60</i>	Number of errors	<i>11</i>
		<b>B</b> Number of words read correctly	<i>130</i>
		$(60 \times \mathbf{B}) \div \mathbf{A} = \text{WCPM}$	<i>130</i>
		<b>C EQUATED SCORE</b>	
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>		

“Do you remember anything else?”

# Administering the Passage Reading Fluency Subtest: *YOU Do* (cont.)



- Prepare the materials.
- Read the directions and passage title.
- Mark with a slash (/) any words the student reads incorrectly:
  - Mispronunciations (including leaving off *-s*, *-ed*, and *-ing*)
  - Substitutions of sounds
  - Reversals of sounds
  - Skips
  - Alterations of numerals
  - Hesitations of 3 seconds
- Stop after 1 minute and give the initial retell prompt.

# Administering the Passage Reading Fluency Subtest: *YOU Do* (cont.)



- Prepare the materials.
- Read the directions and passage title.
- Mark with a slash (/) any words the student reads incorrectly:
  - Mispronunciations (including leaving off *-s*, *-ed*, and *-ing*)
  - Substitutions of sounds
  - Reversals of sounds
  - Skips
  - Alterations of numerals
  - Hesitations of 3 seconds
- Stop after 1 minute and give the initial retell prompt.



# Administering the Passage Reading Fluency Subtest: *YOU Do* (cont.)

18

Claudia Taylor was born in Karnack, Texas, in 1912. As a young child she was given the nickname Lady Bird. She grew up in the country, and it was there that her lifelong love of nature began.

37

Throughout her childhood and adult years, she has enjoyed being outdoors, looking for the beautiful flowers that grow naturally in open fields.

51

59

In 1929 the state of Texas started a wildflower program. The highway department waited for the flowers to go to **seed** before they were mowed. Then the seeds would spread and grow into plants the next year. Lady Bird enjoyed exploring the countryside in search of different wildflowers. She continued to do so after moving to Austin in 1930 to attend the University of Texas. Four years later Lady Bird married Lyndon B. Johnson.

75

93

108

126

133

In 1964 Lyndon Johnson was running for President of the United States. As he and his wife

150



# Administering the Passage Reading Fluency Subtest: *YOU Do* (cont.)

18

*Bird*

Claudia Taylor was born in Karnack, Texas, in 1912. As a young child she was given the nickname Lady Bird. She grew up in the country, and it was there that her lifelong love of nature began.

37

Throughout her childhood and adult years, she has enjoyed being outdoors, looking for the beautiful flowers that grow *naturally* in open fields.

51

59

In 1929 the state of Texas started a wildflower program. The highway department waited for the flowers to go to seed before they were mowed. Then the seeds would spread and grow into plants the next year. Lady Bird enjoyed exploring the countryside in search of different wildflowers. She continued to do so after moving to Austin in 1930 to attend the *UT* University of Texas. Four years later Lady Bird married Lyndon B. Johnson.

75

93

108

126

133

In 1964 Lyndon Johnson was running for President of the United States. As he and his wife

# Administering the Passage Reading Fluency Subtest: *YOU Do* (cont.)

“Can you tell me everything you remember reading in the passage?”

## Passage 3 *Spreading Wildflowers*

Last word read		Word number	
<b>A</b> Time in seconds		Number of errors	
		<b>B</b> Number of words read correctly	
		$(60 \times \mathbf{B}) \div \mathbf{A} = \text{WCPM}$	
		<b>C EQUATED SCORE</b>	

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.*

“Do you remember anything else?”

# Administering the Passage Reading Fluency Subtest: *YOU Do* (cont.)

“Can you tell me everything you remember reading in the passage?”

## Passage 3 *Spreading Wildflowers*

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

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.*

“Do you remember anything else?”

# Determining Whether to Administer the Word Reading Fluency Subtest

- Did the student read past the shaded/80th word on at least two passages?
  - If yes, it is not necessary to administer the word lists.
- Are you concerned about identifying a pattern of errors the student is making on certain word types?
  - If yes, the word lists will provide more information about the student's instructional needs.

# Entry Points for Testing: Word Reading Fluency



Standard Entry Points			
Time Point	Easy Word List	Moderate Word List	Challenging Word List
Beginning of Year (BOY)	1	8	15
Middle of Year (MOY)	2	9	16
End of Year (EOY)	3	10	17

Entry Points for Administrations Occurring Between Assessment Time Points			
Time Point	Easy Word List	Moderate Word List	Challenging Word List
Between BOY and MOY	4	11	18
Between MOY and EOY	5	12	19

# Preparing to Administer the Word Reading Fluency Subtest



- Pen/pencil
- Digital timer
- One copy of student packet
- Copies of examiner packet (one copy per student)
  - Directions
  - Record Sheet
  - Word lists

**Record Sheet: Word Reading Fluency**

Student Name		Date		Gender	
Examiner (and Title)		School		Grade	

**Easy** Word List 1

Last word read		Word number	
⌚ Time in seconds		Number of errors	
		⌚ Number of words read correctly	
		$(60 \times \text{⌚}) \div \text{⌚} = \text{Words correct per minute (WCPM)}$	
		<b>➤ EQUATED SCORE</b>	

**Moderate** Word List 8

Last word read		Word number	
⌚ Time in seconds		Number of errors	
		⌚ Number of words read correctly	
		$(60 \times \text{⌚}) \div \text{⌚} = \text{Words correct per minute (WCPM)}$	
		<b>➤ EQUATED SCORE</b>	

**Challenging** Word List 15

Last word read		Word number	
⌚ Time in seconds		Number of errors	
		⌚ Number of words read correctly	
		$(60 \times \text{⌚}) \div \text{⌚} = \text{Words correct per minute (WCPM)}$	
		<b>➤ EQUATED SCORE</b>	

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

# Administering the Word Reading Fluency Subtest: *I Do*

“I want you to read this word list out loud and do your best reading. Begin at the top, and read down the list as fast as you can until I tell you to stop. If you come to a word you cannot read, just skip it and go to the next word. If you skip more than one word, point to the word you are reading next. Do you understand? . . . Okay, you will begin as soon as I turn the page.”

# Administering the Word Reading Fluency Subtest: *I Do* (cont.)

- Start timing when the student says the first word.
- Mark with a slash (/) any words the student reads incorrectly:
  - Mispronunciations (including leaving off *-s*, *-ed*, and *-ing*)
  - Substitutions of sounds
  - Reversals of sounds
  - Skips



# Administering the Word Reading Fluency Subtest: / Do (cont.)



- If the student hesitates for 3 seconds:
  - Mark it as an error.
  - Tell the student: “Go on.”
- When the timer sounds, say “Stop,” and circle the last word read.
- If the student stops before the time is up, record the time in seconds.
  - For refusals, ask the student to: “Look over the whole list to see whether you can read any more words.”
  - Record any words attempted and draw a slash through those read incorrectly.
  - Circle the last word read and record the time.



# Administering the Word Reading Fluency Subtest: *I Do* (cont.)



- If the student hesitates for 3 seconds:
  - Mark it as an error.
  - Tell the student: “Go on.”
- When the timer sounds, say “Stop,” and circle the last word read.
- If the student stops before the time is up, record the time in seconds.
  - For refusals, ask the student to: “Look over the whole list to see whether you can read any more words.”
  - Record any words attempted and draw a slash through those read incorrectly.
  - Circle the last word read and record the time.

# Administering the Word Reading Fluency Subtest: *WE Do*

- Prepare the materials.
- Read the directions.
- Mark with a slash (/) any words the student reads incorrectly:
  - Mispronunciations (including leaving off *-s*, *-ed*, and *-ing*)
  - Substitutions of sounds
  - Reversals of sounds
  - Skips
  - Hesitations of 3 seconds
- Stop after 1 minute.

# Administering the Word Reading Fluency Subtest: *WE Do* (cont.)



1	GUESS
2	INDIA
3	ADMIT
4	GROWS
5	VOICE
6	BURST
7	GAME
8	DIRT
9	THICK
10	ADULT
11	CATS
12	ADAM
13	BABY

14	WING
15	DIM
16	MAYBE
17	COAST
18	SLEPT
19	LIES
20	COACH
21	COAT
22	DYING
23	TYPE
24	AVOID
25	PILE
26	SEVEN

27	STAY
28	BIRDS
29	WIRE
30	WOUND
31	ADD
32	SINK
33	ROUTE
34	HALL
35	TRUTH
36	SIZES
37	FLAT
38	LINES

# Administering the Word Reading Fluency Subtest: *WE Do* (cont.)



- 1 GUESS
- 2 INDIA
- 3 ADMIT
- 4 GROWS
- 5 VOICE
- 6 BURST
- 7 GAME
- 8 DIRT
- 9 THICK
- 10 ADULT
- 11 CATS
- 12 ADAM
- 13 BABY

- 14 WING
- 15 DIM
- 16 MAYBE
- 17 COAST
- 18 SLEPT
- 19 LIES
- 20 COACH
- 21 COAT
- 22 DYING
- 23 TYPE
- 24 AVOID
- 25 PILE
- 26 SEVEN

- 27 STAY
- 28 BIRDS
- 29 WIRE
- 30 WOUND
- 31 ADD
- 32 SINK
- 33 ROUTE
- 34 HALL
- 35 TRUTH
- 36 SIZES
- 37 FLAT
- 38 LINES



# Administering the Word Reading Fluency Subtest: *WE Do* (cont.)



1	GUESS	
2	INDIA	
3	ADMIT	
4	GROWS	
<del>5</del>	VOICE	<i>(hes.)</i>
<del>6</del>	BURST	<i>burts</i>
7	GAME	
8	DIRT	
9	THICK	
<del>10</del>	ADULT	<i>a-dent</i>
11	CATS	
12	ADAM	
13	BABY	

14	WING	
<del>15</del>	DIM	<i>dime</i>
16	MAYBE	
<del>17</del>	COAST	<i>coat</i>
<del>18</del>	SLEPT	<i>sleep</i>
19	LIES	
<del>20</del>	COACH	<i>coke</i>
21	COAT	
22	DYING	
<del>23</del>	TYPE	<i>teepee</i>
24	AVOID	
25	PILE	
26	SEVEN	

27	STAY	
28	BIRDS	
29	WIRE	
<del>30</del>	WOUND	<i>wand</i>
31	ADD	
32	SINK	
<del>33</del>	ROUTE	<i>(hes.)</i>
<del>34</del>	HALL	<i>hale</i>
35	TRUTH	
36	SIZES	
37	FLAT	
38	LINES	

# Administering the Word Reading Fluency Subtest: *WE Do* (cont.)

Easy Word List 1

Last word read	<i>hall</i>	Word number	<i>34</i>
<b>A</b> Time in seconds	<i>60</i>	Number of errors	<i>11</i>
		<b>B</b> Number of words read correctly	<i>23</i>
		$(60 \times \mathbf{B}) \div \mathbf{A} =$ Words correct per minute (WCPM)	<i>23</i>
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- If a student read for less than 1 minute, use the formula to calculate WCPM:
  - $(60 \times \text{number of words read correctly}) / \text{time in seconds}$
- Example:
  - $(60 \times 30 \text{ words}) / 55 \text{ seconds} = 32.7, \text{ or } 33 \text{ WCPM}$



# Administering the Word Reading Fluency Subtest: *YOU Do*



- Prepare the materials.
- Read the directions.
- Mark with a slash (/) any words the student reads incorrectly:
  - Mispronunciations (including leaving off *-s*, *-ed*, and *-ing*)
  - Substitutions of sounds
  - Reversals of sounds
  - Skips
  - Hesitations of longer than 3 seconds
- Stop after 1 minute.
- Record the data on the Record Sheet.

# Administering the Word Reading Fluency Subtest: *YOU Do*



- Prepare the materials.
- Read the directions.
- Mark with a slash (/) any words the student reads incorrectly:
  - Mispronunciations (including leaving off *-s*, *-ed*, and *-ing*)
  - Substitutions of sounds
  - Reversals of sounds
  - Skips
  - Hesitations of longer than 3 seconds
- Stop after 1 minute.
- Record the data on the Record Sheet.

# Administering the Word Reading Fluency Subtest: *YOU Do* (cont.)

1. GREEKS
2. CONCERN
3. OXYGEN
4. COTTON
5. ATLANTIC
6. MARTIN
7. FEMALE
8. COMFORTABLE
9. ANNOUNCED
10. HIGHEST
11. POINTS
12. CHOICE
13. PROPERLY

14. DETERMINE
15. BREAKFAST
16. MARKET
17. NIGHTS
18. SPIRITS
19. PEOPLE'S
20. EARTH'S
21. COLONY
22. HUSBAND
23. EUROPEANS
24. HUNDREDS
25. INSECTS
26. WILLIAM

27. SERIES
28. TISSUE
29. STEADILY
30. TRAVELED
31. SOMEBODY
32. CONTAIN
33. GRADUALLY
34. GATHERING
35. YESTERDAY
36. CREATURE
37. CARVED
38. MEMBER

# Administering the Word Reading Fluency Subtest: *YOU Do* (cont.)

<del>1.</del> GREEKS <i>geeks</i>
2. CONCERN
<del>3.</del> OXYGEN <i>ex-o-gen</i>
4. COTTON
5. ATLANTIC
6. MARTIN
7. FEMALE
<del>8.</del> COMFORTABLE <i>comforting</i>
<del>9.</del> ANNOUNCED <i>announce</i>
10. HIGHEST
11. POINTS
12. CHOICE
<del>13.</del> PROPERLY <i>proper</i>

<del>14.</del> DETERMINE <i>de...ter-mine</i>
15. BREAKFAST
16. MARKET
<del>17.</del> NIGHTS <i>nie-gets</i>
18. SPIRITS
19. PEOPLE'S
20. EARTH'S
21. COLONY
22. HUSBAND
<del>23.</del> EUROPEANS <i>(hes.)</i>
<del>24.</del> HUNDREDS <i>husbands</i>
25. INSECTS
26. WILLIAM

27. SERIES
<del>28.</del> TISSUE <i>sit-sue</i>
<del>29.</del> STEADILY <i>steady</i>
30. TRAVELED
31. SOMEBODY
<del>32.</del> <b>CONTAIN</b> <i>cuhn-tan</i>
33. GRADUALLY
34. GATHERING
35. YESTERDAY
36. CREATURE
37. CARVED
38. MEMBER

# Administering the Word Reading Fluency Subtest: *YOU Do* (cont.)

Moderate Word List 8

Last word read		Word number	
<b>A</b> Time in seconds		Number of errors	
		<b>B</b> Number of words read correctly	
	$(60 \times \mathbf{B}) \div \mathbf{A} = \text{Words correct per minute (WCPM)}$		
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# Administering the Word Reading Fluency Subtest: *YOU Do* (cont.)

Moderate Word List 8

Last word read	<i>contain</i>	Word number	<i>32</i>
<b>A</b> Time in seconds	<i>60</i>	Number of errors	<i>12</i>
		<b>B</b> Number of words read correctly	<i>20</i>
	$(60 \times \mathbf{B}) \div \mathbf{A} = \text{Words correct per minute (WCPM)}$		<i>20</i>
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# Administering the Word Reading Fluency Subtest: *YOU Do* (cont.)



- Prepare the materials.
- Read the directions.
- Mark with a slash (/) any words the student reads incorrectly:
  - Mispronunciations (including leaving off *-s*, *-ed*, and *-ing*)
  - Substitutions of sounds
  - Reversals of sounds
  - Skips
  - Hesitations of longer than 3 seconds
- Stop after 1 minute.
- Record the data on the Record Sheet.

# Administering the Word Reading Fluency Subtest: *YOU Do* (cont.)



- Prepare the materials.
- Read the directions.
- Mark with a slash (/) any words the student reads incorrectly:
  - Mispronunciations (including leaving off *-s*, *-ed*, and *-ing*)
  - Substitutions of sounds
  - Reversals of sounds
  - Skips
  - Hesitations of longer than 3 seconds
- Stop after 1 minute.
- Record the data on the Record Sheet.



# Administering the Word Reading Fluency Subtest: *YOU Do* (cont.)

1. TOMORROW'S
2. SHAN'T
3. MATTED
4. IRRITATION
5. HIKING
6. WHISKED
7. MARQUIS
8. MOWGLI
9. NURSED
10. EXTREMES
11. SNORING
12. MELODY
13. IDEALS

14. BEAMING
15. MINNOWS
16. SCREENED
17. GLIMMER
18. PITIFUL
19. CIVILIANS
20. ESTUARY
21. CONSULTING
22. TROLLEY
23. SHAVING
24. MILDER
25. THEATRE
26. HOBbled

27. FEATHERED
28. HEADMASTER
29. LASSIE
30. EXTRACTED
31. CAMBRIDGE
32. UNDERFOOT
33. COLLEAGUES
34. CLEVERNESS
35. PROMPT
36. REFRESHING
37. CHANTED
38. LEAKED

# Administering the Word Reading Fluency Subtest: *YOU Do* (cont.)

<del>1.</del> TOMORROW'S <i>tom-rows</i>
<del>SC2.</del> SHAN'T
3. MATTED
<del>4.</del> IRRITATION <i>(skip)</i>
5. HIKING
<del>6.</del> WHISKED <i>whisker</i>
<del>7.</del> MARQUIS <i>market</i>
<del>8.</del> MOWGLI <i>Mo-gull-eye</i>
9. NURSED
<del>10.</del> EXTREMES <i>extreme</i>
11. SNORING
<del>12.</del> MELODY <i>lemonade</i>
13. IDEALS

14. BEAMING
<del>15.</del> MINNOWS <i>minus</i>
<del>16.</del> SCREENED <i>screamed</i>
17. GLIMMER
<del>18.</del> PITIFUL <i>pitfall</i>
19. CIVILIANS
<del>20.</del> ESTUARY <i>est...(hes.)</i>
<del>21.</del> CONSULTING <i>consoling</i>
<del>22.</del> TROLLEY <i>trowley</i>
23. SHAVING
24. MILDER
25. THEATRE
<del>26.</del> HOBbled <i>hobbit</i>

<del>27.</del> FEATHERED <i>feathers</i>
28. HEADMASTER
29. LASSIE
<del>30.</del> <b>EXTRACTED</b> <i>extrace</i>
31. CAMBRIDGE
32. UNDERFOOT
33. COLLEAGUES
34. CLEVERNESS
35. PROMPT
36. REFRESHING
37. CHANTED
38. LEAKED

# Administering the Word Reading Fluency Subtest: *YOU Do* (cont.)

## Challenging Word List 15

Last word read		Word number	
<b>A</b> Time in seconds		Number of errors	
		<b>B</b> Number of words read correctly	
		$(60 \times \mathbf{B}) \div \mathbf{A} = \text{Words correct per minute (WCPM)}$	
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# Administering the Word Reading Fluency Subtest: *YOU Do* (cont.)

## Challenging Word List 15

Last word read	<i>extracted</i>	Word number	<i>30</i>
<b>A</b> Time in seconds	<i>60</i>	Number of errors	<i>16</i>
		<b>B</b> Number of words read correctly	<i>14</i>
	$(60 \times \mathbf{B}) \div \mathbf{A} =$ Words correct per minute (WCPM)		<i>14</i>
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# Who Can Administer the TMSFA?

- Individuals who TALA trainers have officially trained can administer the assessment.
- Assessments may be given within classrooms or during a pull-out.

# Summary

- Understand the predictive validity of oral reading fluency (ORF) measures.
- Become familiar with the components of the TMSFA.
- Know how to administer the Passage Reading Fluency subtest.
- Know how to administer the Word Reading Fluency subtest.

# Reflection Log



## **Administering the TMSFA**

Think about how you plan to use the TMSFA with your students.

- With what aspects of the assessment do you feel confident?
- What about the subtests seems particularly useful in monitoring student progress?
- With what aspects of the assessment are you concerned?
- What questions do you still have?