Unit 4: Diagnostic and Progress Monitoring Data



Module 1: Administering the Texas Middle School Fluency Assessment

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



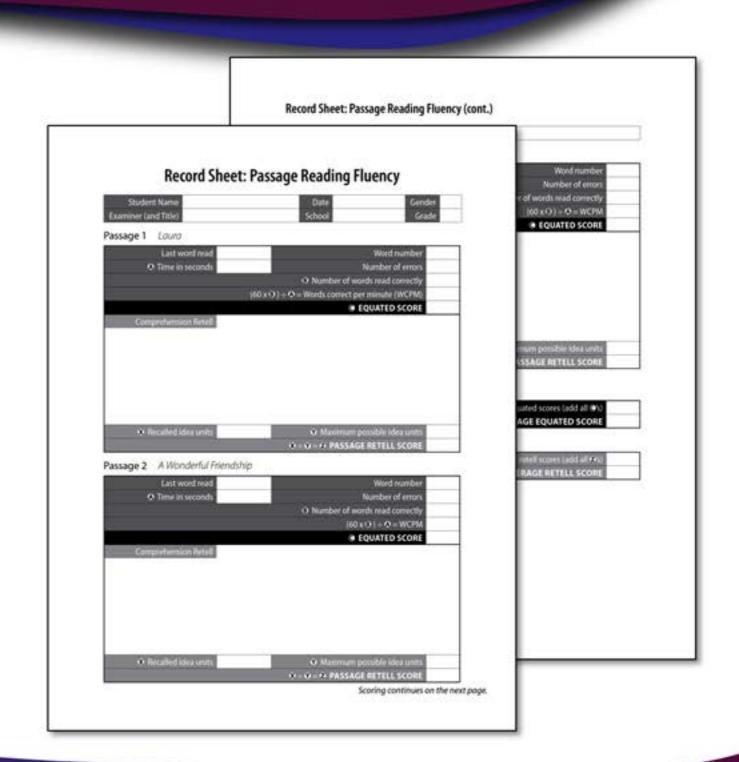
Passage Reading Fluency: Progress Monitoring

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



"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."



- 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."

- 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.

17



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 and Caroline Ingalls. Laura had an older sister named Mary. They were very close. The mily moved frequently. They went wherever their father could find a job. Shortly after rth, the family moved to Missouri. A few years later, they moved to Kansas to start their A third daughter, Carrie, was born there. When Laura was 13, they left Kansas and

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

Passage 1 Laura Last word read Word number Time in seconds Number of errors Wisconsin to be near family. Number of words read correctly (60 x ⋅ B) ÷ ♠ = Words correct per minute (WCPM) EQUATED SCORE Comprehension Retell Recalled idea units Maximum possible idea units **X** ÷ **Y** = **Z** PASSAGE RETELL SCORE

Follow-up prompt:

"Do you remember anything else?"



17



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Follow-up prompt:

"Do you remember anything else?"

- 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.



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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





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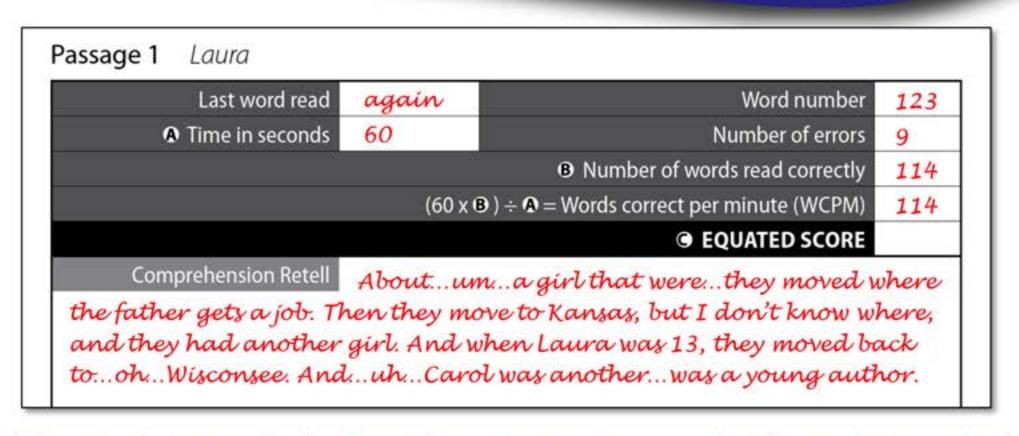


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- Initial prompt: "Can you tell me everything you remember reading in the passage?"
- Student retell:
 - "About ... um ... a girl that were ... they moved where the father gets a job. Then they move to Kansas, but I don't know where, and they had another girl. And when Laura was 13, they moved back to ... oh ... Wisconsee. And ... uh ... Carol was another ... was a young author."
- Follow-up prompt: "Do you remember anything else?"



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



- 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
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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.
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	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

Bell recognized Keller's intelligence. At his suggestion her parents hired a private teacher named

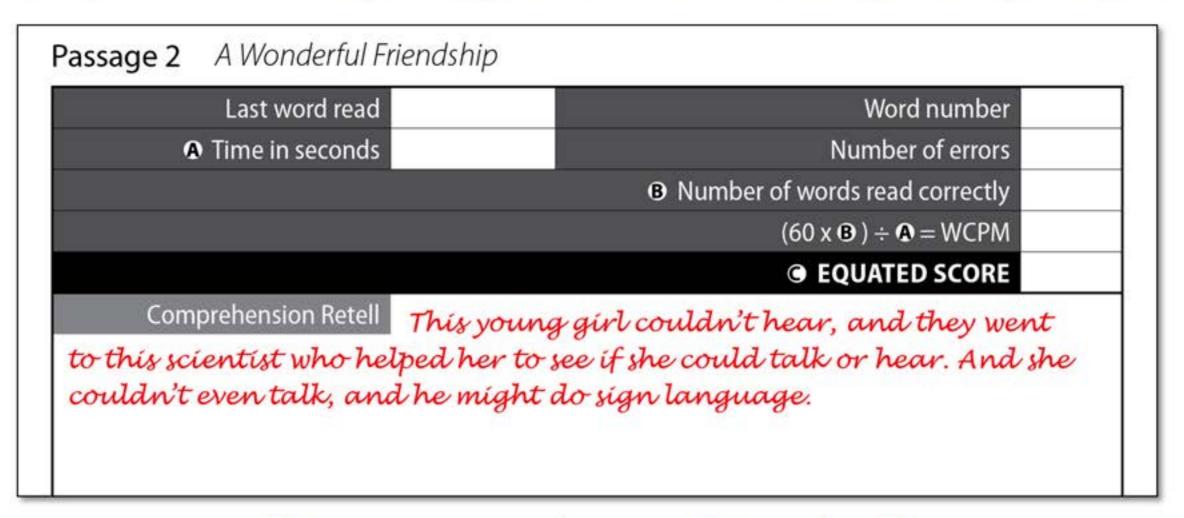
Anne Sullivan. She worked with Keller every day. Through her persistence Sullivan was able to

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13	
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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	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

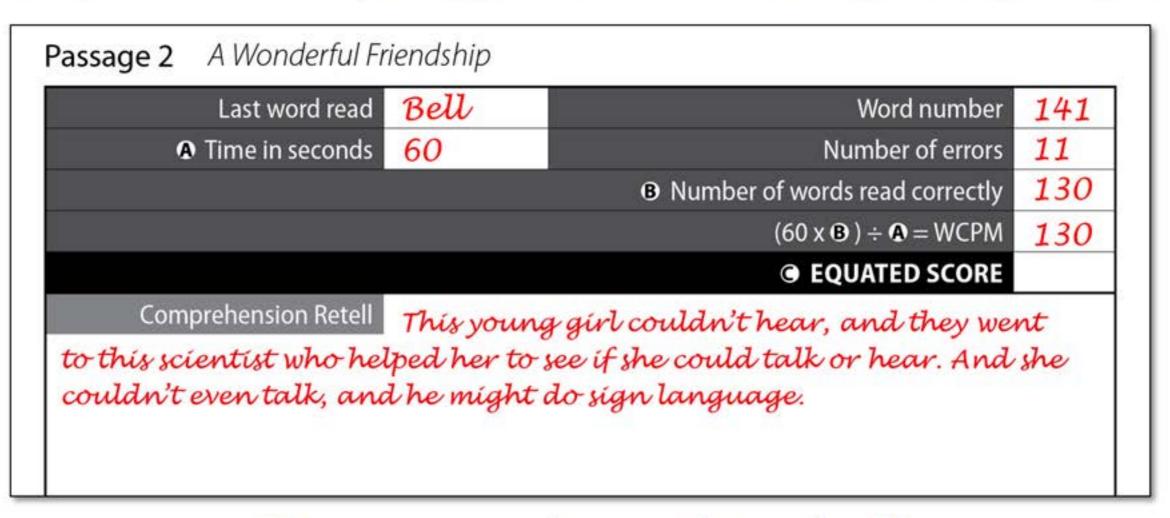
"Can you tell me everything you remember reading in the passage?"



"Do you remember anything else?"



"Can you tell me everything you remember reading in the passage?"



"Do you remember anything else?"





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18 37 51	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. Throughout her childhood and adult years, she has enjoyed being outdoors, looking for the beautiful flowers that grow naturally in open fields.
59	In 1929 the state of Texas started a wildflower program. The highway department waited for the
93	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
108	continued to do so after moving to Austin in 1930 to attend the University of Texas. Four years

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

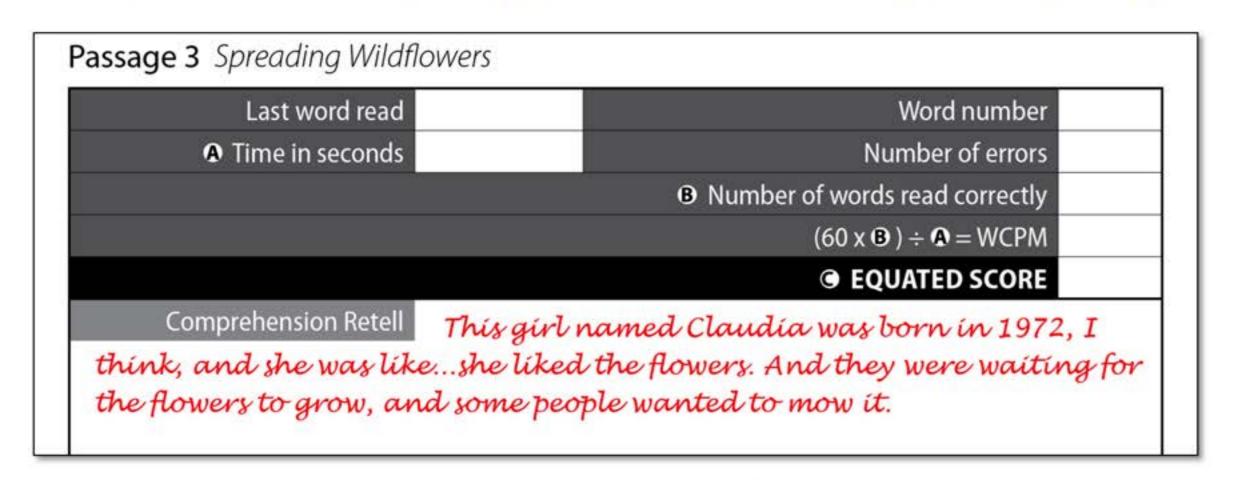
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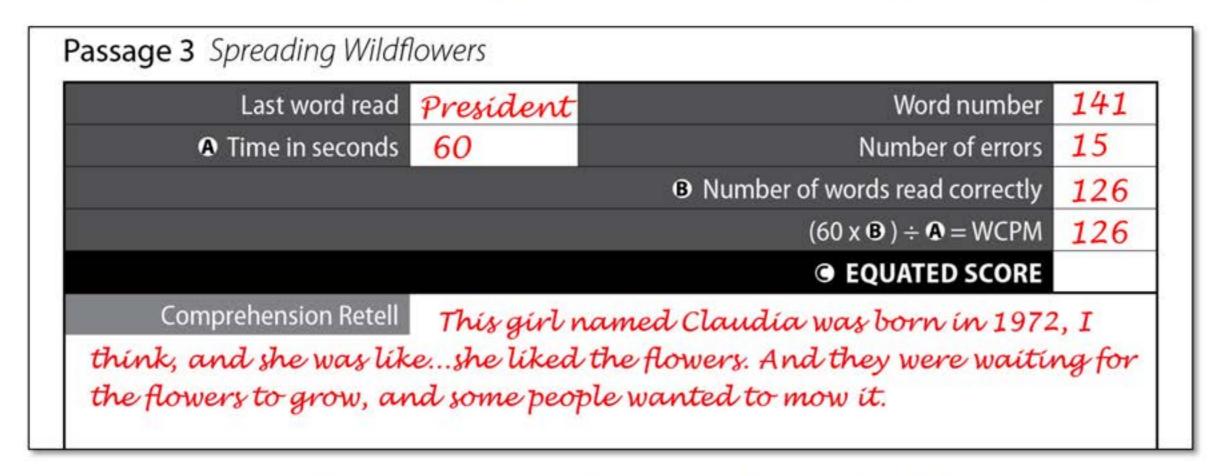
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"Do you remember anything else?"



"Can you tell me everything you remember reading in the passage?"



"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

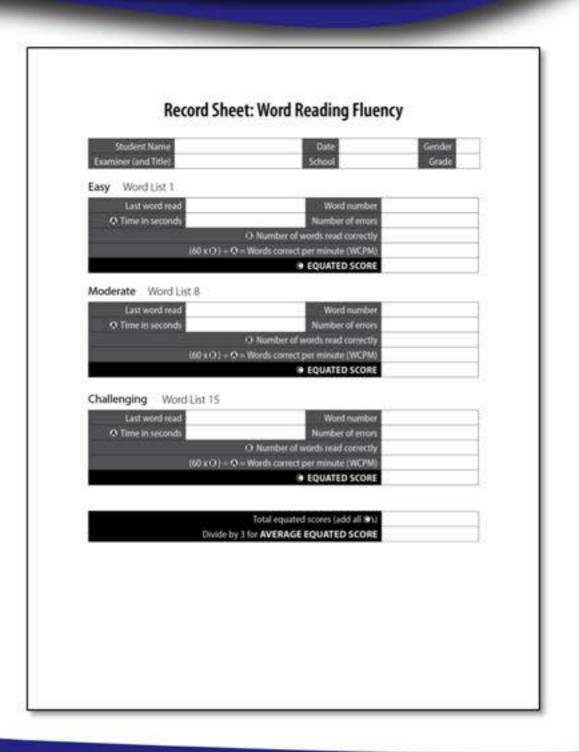
	Standard	Entry Points	
Time Point	Easy Word List	Moderate Word List	Challenging Word List
Beginning of Year (BOY)	1	8	15
Middle of Year (MOY)	2	9	16
End of Year (EOY)	3	10	17

Entry Points fo	r Administrations Occu	rring Between Assessmei	nt 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



"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."

- 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



- 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.





- 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.
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 - Substitutions of sounds
 - Reversals of sounds
 - Skips
 - Hesitations of 3 seconds
- Stop after 1 minute.



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



1	GU	ESS
	00	

- 2 INDIA
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- 9 THICK
- 10 ADULT
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- 12 ADAM
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14	W	NG

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

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- 28 BIRDS
- 29 WIRE
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1	GUESS	
2	INDIA	
3	ADMIT	
4	GROWS	
8	VOICE	(hes.)
6	BURST	burts
7	GAME	
8	DIRT	
9	THICK	
10	ADULT	a-dent
11	CATS	
12	ADAM	
13	BABY	

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

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

Last word read hall	Word number 34
Time in seconds 60	Number of errors 1
B N	lumber of words read correctly 2.
(60 x B) ÷ A = Wo	rds correct per minute (WCPM) 2.

- If a student read for less than 1 minute, use the formula to calculate WCPM:
 - (60 x number of words read correctly) / time in seconds
- Example:
 - (60 x 30 words) / 55 seconds = 32.7, or 33 WCPM



- 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.



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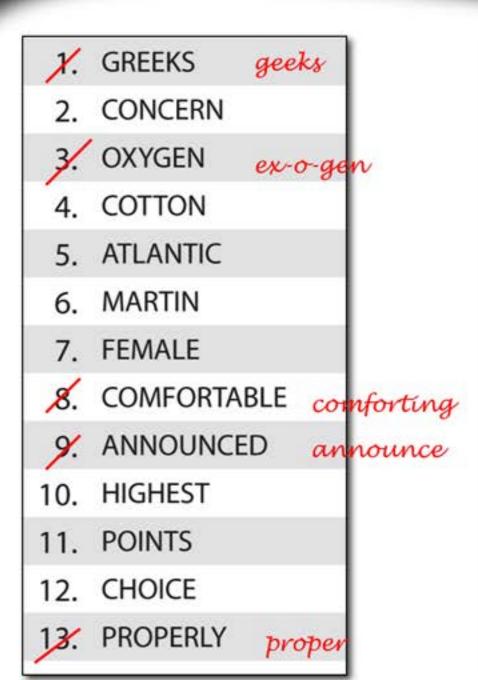


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S	Lake	-K
120	GRE	LIVO

- CONCERN
- OXYGEN
- COTTON
- 5. ATLANTIC
- 6. MARTIN
- 7. FEMALE
- 8. COMFORTABLE
- 9. ANNOUNCED
- HIGHEST
- 11. POINTS
- CHOICE
- 13. PROPERLY

- 14. DETERMINE
- 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



14.	DETERMINE deter	mine
15.	BREAKFAST	
16.	MARKET	
17.	NIGHTS nie-gets	
18.	SPIRITS	
19.	PEOPLE'S	
20.	EARTH'S	
21.	COLONY	
22.	HUSBAND	
28.	EUROPEANS (hes.)	
24.	HUNDREDS husba	nds
25.	INSECTS	
26.	WILLIAM	

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

Moderate Word List 8	
Last word read	Word number
Time in seconds	Number of errors
	Number of words read correctly
(60 x ⋅ B) ÷ A =	= Words correct per minute (WCPM)
	EQUATED SCORE
	

Last word read	contain	Word number	32
Time in seconds	60	Number of errors	12
Number of words read correctly			20
	(60 x B) ÷ A = Words co	orrect per minute (WCPM)	20





- Prepare the materials.
- Read the directions.
- Mark with a slash (/) any words the student reads incorrectly:
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- Record the data on the Record Sheet.



4	TO		nn	01	AIIC
1.	10	MO	KK	OV	٧S

- SHAN'T
- 3. MATTED
- 4. IRRITATION
- 5. HIKING
- WHISKED
- 7. MARQUIS
- MOWGLI
- 9. NURSED
- EXTREMES
- 11. SNORING
- 12. MELODY
- 13. IDEALS

1 /	BEAMING
14.	DEAMING

- 15. MINNOWS
- SCREENED
- 17. GLIMMER
- 18. PITIFUL
- 19. CIVILIANS
- 20. ESTUARY
- 21. CONSULTING
- 22. TROLLEY
- 23. SHAVING
- 24. MILDER
- 25. THEATRE
- 26. HOBBLED

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





14.	BEAMING		
15.	MINNOWS	minus	ı
16.	SCREENED	scream	eä
17.	GLIMMER		ı
18.	PITIFUL	pitfall	ı
19.	CIVILIANS		L
20.	ESTUARY	est(hes	.)
21.	CONSULTI	NG conso	Hí
22.	TROLLEY	trowley	ı
	SHAVING		ı
24.	MILDER		
25.	THEATRE		
26.	HOBBLED	hobbit	

27. FEATHERED feath 28. HEADMASTER 29. LASSIE 30. EXTRACTED extra 31. CAMBRIDGE 32. UNDERFOOT 33. COLLEAGUES 34. CLEVERNESS 35. PROMPT 36. REFRESHING 37. CHANTED 38. LEAKED		
29. LASSIE 30: EXTRACTED extro 31. CAMBRIDGE 32. UNDERFOOT 33. COLLEAGUES 34. CLEVERNESS 35. PROMPT 36. REFRESHING 37. CHANTED	21.	FEATHERED feath
30. EXTRACTED extro 31. CAMBRIDGE 32. UNDERFOOT 33. COLLEAGUES 34. CLEVERNESS 35. PROMPT 36. REFRESHING 37. CHANTED	28.	HEADMASTER
31. CAMBRIDGE 32. UNDERFOOT 33. COLLEAGUES 34. CLEVERNESS 35. PROMPT 36. REFRESHING 37. CHANTED	29.	LASSIE
32. UNDERFOOT 33. COLLEAGUES 34. CLEVERNESS 35. PROMPT 36. REFRESHING 37. CHANTED	30.0	EXTRACTED extra
33. COLLEAGUES 34. CLEVERNESS 35. PROMPT 36. REFRESHING 37. CHANTED	31.	CAMBRIDGE
34. CLEVERNESS 35. PROMPT 36. REFRESHING 37. CHANTED	32.	UNDERFOOT
35. PROMPT 36. REFRESHING 37. CHANTED	33.	COLLEAGUES
36. REFRESHING 37. CHANTED	34.	CLEVERNESS
37. CHANTED	35.	PROMPT
	36.	REFRESHING
38. LEAKED	37.	CHANTED
	38.	LEAKED

Challenging Word	List 15	
Last word read	Word number	
A Time in seconds	Number of errors	
	Number of words read correctly	
	(60 x \otimes) \div \otimes = Words correct per minute (WCPM)	
	EQUATED SCORE	

Last word read	extracted	Word number	30
A Time in seconds	60	Number of errors	16
	Numb	er of words read correctly	14
	(60 x B) ÷ A = Words co	orrect per minute (WCPM)	14
		EQUATED SCORE	



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



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?

