Unit 4:
Diagnostic and Progress Monitoring Data

TEXAS
TALA
ADOLESCENT
LITERACY
ACADEMIES

Module 2:
Interpreting and Implementing Assessment Results

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 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 x number of words read correctly / time in seconds = WCPM

Raw Scores on the Student Record Sheet

Record Sheet: Passage Reading Fluency (cont.)

Student Name: Joe Sample

Record Sheet: Passage Reading Fluency

| Student Name | Joe Sample | Date | 9/2/10 | Gender | M |
| Examiner (and Title) | Patricia Professional, Teacher | School | Texas MS | Grade | 7 |

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 O) ÷ O = Words correct per minute (WCPM)	114
		EQUATED SCORE	

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...Wisconsin. And...uh...Carol was another...was a young author.

| Recalled idea units | | Maximum possible idea units | |
| | | ÷ = PASSAGE RETELL SCORE | |

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 B) ÷ O = WCPM	130
		EQUATED SCORE	

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 | |

Scoring continues on the next page.

Passage 1 — Laura

Last word read	*again*	Word number	**123**
A Time in seconds	60	Number of errors	**9**
		B Number of words read correctly	**114**
		$(60 \times B) \div A$ = Words correct per minute (WCPM)	**114**
		C EQUATED SCORE	

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.

| **X** Recalled idea units | | **Y** Maximum possible idea units | |
| | | $X \div Y = Z$ **PASSAGE RETELL SCORE** | |

TALA

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.

Grade 7 Passage Reading Fluency Equating Table BOY – *Laura*

WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score
<11	26	70	83	129	140
12-13	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	75-76	88	134	145
18	32	77	89	135	146
19	33	78	90	136	147
20	34	79	91	137	148
21	35	80	92	138-139	149
22	36	81	93	140	150
23	37	82	94	141	151
24	38	83	95	142	152
25	39	84	96	143	153
26	40	85	97	144	154
27	41	86	98	145	155
28	42	87	99	146	156
29	43	88	100	147	157
30	44	89	101	148	158
31	45	90	102	149	159
32	46	91	103	150	160
33	47	92	104	151	161
34	48	93	105	152	162
35	49	94	106	153	163
36	50	95	107	154	164
37	51	96	108	155	165
38	52	97	109	156	166
39	53	98	110	157	167
40	54	99	111	158	168
41	55	100	112	159	169
42	56	101	113	160	170
43-44	57	102	114	161	171
45	58	103	115	162	172
46	59	104	116	163	173
47	60	105	117	164	174
48	61	106	118	165	175
49	62	107-108	119	166	176
50	63	109	120	167	177
51	64	110	121	168	178
52	65	111	122	169	179
53	66	112	123	170-171	180
54	67	113	124	172	181
55	68	114	125	173	182
56	69	115	126	174	183
57	70	116	127	175	184
58	71	117	128	176	185
59	72	118	129	177	186
60	73	119	130	178	187
61	74	120	131	179	188
62	75	121	132	180	189
63	76	122	133	181	190
64	77	123	134	182	191
65	78	124	135	183	192
66	79	125	136	184	193
67	80	126	137	>185	194
68	81	127	138		
69	82	128	139		

Passage 1 *Laura*

Last word read	*again*	Word number — *123*
A Time in seconds — *60*		Number of errors — *9*
B Number of words read correctly		*114*
$(60 \times B) \div A$ = Words correct per minute (WCPM)		*114*
C EQUATED SCORE		

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.

X Recalled idea units	**Y** Maximum possible idea units
	$X \div Y = Z$ **PASSAGE RETELL SCORE**

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	83	129	140
12-13	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	75-76	88	134	145
18	32	77	89	135	146
19	33	78	90	136	147
20	34	79	91	137	148
21	35	80	92	138-139	149
22	36	81	93	140	150
23	37	82	94	141	151
24	38	83	95	142	152
25	39	84	96	143	153
26	40	85	97	144	154
27	41	86	98	145	155
28	42	87	99	146	156
29	43	88	100	147	157
30	44	89	101	148	158
31	45	90	102	149	159
32	46	91	103	150	160
33	47	92	104	151	161
34	48	93	105	152	162
35	49	94	106	153	163
36	50	95	107	154	164
37	51	96	108	155	165
38	52	97	109	156	166
39	53	98	110	157	167
40	54	99	111	158	168
41	55	100	112	159	169
42	56	101	113	160	170
43-44	57	102	114	161	171
45	58	103	115	162	172
46	59	104	116	163	173
47	60	105	117	164	174
48	61	106	118	165	175
49	62	107-108	119	166	176
50	63	109	120	167	177
51	64	110	121	168	178
52	65	111	122	169	179
53	66	112	123	170-171	180
54	67	113	124	172	181
55	68	114	125	173	182
56	69	115	126	174	183
57	70	116	127	175	184
58	71	117	128	176	185
59	72	118	129	177	186
60	73	119	130	178	187
61	74	120	131	179	188
62	75	121	132	180	189
63	76	122	133	181	190
64	77	123	134	182	191
65	78	124	135	183	192
66	79	125	136	184	193
67	80	126	137	>185	194
68	81	127	138		
69	82	128	139		

Passage 1   *Laura*

Last word read	*again*	Word number — **123**
A Time in seconds	**60**	Number of errors — **9**
	B Number of words read correctly	**114**
	(60 x **B**) ÷ **A** = Words correct per minute (WCPM)	**114**
	C EQUATED SCORE	**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.*

X Recalled idea units		**Y** Maximum possible idea units
		X ÷ **Y** = **Z** PASSAGE RETELL SCORE

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	*Bell*	Word number	*141*
Ⓐ Time in seconds	*60*	Number of errors	*11*
		Ⓑ Number of words read correctly	*130*
		(60 x Ⓑ) ÷ Ⓐ = WCPM	*130*
		Ⓒ **EQUATED SCORE**	

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.*

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 Ⓑ) ÷ Ⓐ = WCPM	*126*
		Ⓒ **EQUATED SCORE**	

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.*

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

Passage 2 *A Wonderful Friendship*

Last word read	*Bell*	Word number **141**
A Time in seconds	60	Number of errors **11**
	B Number of words read correctly	**130**
	(60 x **B**) ÷ **A** = WCPM	**130**
	C EQUATED SCORE	**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.*

Passage 3 *Spreading Wildflowers*

Last word read	*President*	Word number **141**
A Time in seconds	60	Number of errors **15**
	B Number of words read correctly	**126**
	(60 x **B**) ÷ **A** = WCPM	**126**
	C EQUATED SCORE	**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.*

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

Easy   Word List 1

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

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

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

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

Easy Word List 1

Last word read	*hall*	Word number	34
Ⓐ Time in seconds	60	Number of errors	11
Ⓑ Number of words read correctly			23
(60 × Ⓑ) ÷ Ⓐ = Words correct per minute (WCPM)			23
Ⓒ **EQUATED SCORE**			17

- 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	*contain*	Word number	32
Ⓐ Time in seconds	60	Number of errors	12
	Ⓑ Number of words read correctly		20
	(60 x Ⓑ) ÷ Ⓐ = Words correct per minute (WCPM)		20
	Ⓒ EQUATED SCORE		

Challenging   Word List 15

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

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

Moderate   Word List 8

Last word read	*contain*	Word number	32
A Time in seconds	60	Number of errors	12
B Number of words read correctly			20
(60 x **B**) ÷ **A** = Words correct per minute (WCPM)			20
C EQUATED SCORE			26

Challenging   Word List 15

Last word read	*extracted*	Word number	30
A Time in seconds	60	Number of errors	16
B Number of words read correctly			14
(60 x **B**) ÷ **A** = Words correct per minute (WCPM)			14
C EQUATED SCORE			33

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.

- (Equated scores 1 + 2 + 3) / 3 = Average equated score

Total equated scores (add all ◑'s)

Divide by 3 for **AVERAGE EQUATED SCORE**

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.

- (Equated scores 1 + 2 + 3) / 3 = Average equated score

TALA

Averaging the Equated Scores:
WE Do

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 ⊙) ÷ ⏱ = Words correct per minute (WCPM)	114
		⦿ **EQUATED SCORE**	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**	

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 ⊙) ÷ ⏱ = WCPM	130
		⦿ **EQUATED SCORE**	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 RETE**	

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 ⊙) ÷ ⏱ = WCPM	126
		⦿ **EQUATED SCORE**	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		⦵ Maximum possible idea units	
		⊗ ÷ ⦵ = ⦿ **PASSAGE RETELL SCORE**	

Total equated scores (add all ⦿'s)	
Divide by 3 for **AVERAGE EQUATED SCORE**	

Averaging the Equated Scores:
WE Do

Passage 1 *Laura*

Last word read	*again*	Word number	123
⏱ Time in seconds	60	Number of errors	9
		① Number of words read correctly	114
		(60 × ③) ÷ ⏱ = Words correct per minute (WCPM)	114
		● **EQUATED SCORE**	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**	

Passage 2 *A Wonderful Friendship*

Last word read	*Bell*	Word number	141
⏱ Time in seconds	60	Number of errors	11
		③ Number of words read correctly	130
		(60 × ③) ÷ ⏱ = WCPM	130
		● **EQUATED SCORE**	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 RETE**	

Passage 3 *Spreading Wildflowers*

Last word read	*President*	Word number	141
⏱ Time in seconds	60	Number of errors	15
		③ Number of words read correctly	126
		(60 × ③) ÷ ⏱ = WCPM	126
		● **EQUATED SCORE**	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		▼ Maximum possible idea units	
		✕ ÷ ▼ = ● **PASSAGE RETELL SCORE**	

Total equated scores (add all ●'s)	399
Divide by 3 for **AVERAGE EQUATED SCORE**	133

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 **AVERAGE EQUATED SCORE**	*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 **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)	76
Divide by 3 for **AVERAGE EQUATED SCORE**	25

Interpreting the Results: *I Do*

BEGINNING OF YEAR

Average Equated Score RANGE	DECODING	FLUENCY	COMPREHENSION
Needs Identified	Decoding, Fluency, and Comprehension	Fluency and Comprehension	Comprehension
Grade 6			
TMSFA Word Lists	≤ 55	56–73	> 74
TMSFA Passage Fluency	≤ 88	89–113	> 114
Grade 7			
TMSFA Word Lists	≤ 58	59–75	> 76
TMSFA Passage Fluency	≤ 89	90–118	> 119
Grade 8			
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)

Interpreting the Results: *I Do*

BEGINNING OF YEAR

Average Equated Score RANGE	DECODING	FLUENCY	COMPREHENSION
Needs Identified	Decoding, Fluency, and Comprehension	Fluency and Comprehension	Comprehension
Grade 6			
TMSFA Word Lists	≤ 55	56–73	> 74
TMSFA Passage Fluency	≤ 88	89–113	> 114
Grade 7			
TMSFA Word Lists	≤ 58	59–75	> 76
TMSFA Passage Fluency	≤ 89	90–118	> 119
Grade 8			
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 (*hes.*)

Burst (burts)

Adult (a-dent)

Dim (dime)

Coast (coat)

Slept (sleep)

Coach (coke)

Type (teepee)

Wound (wand)

Route (*hes.*)

Hall (hale)

Greeks (geeks)

Oxygen (ex-ogen)

Comfortable (comforting)

Announced (announce)

Properly (proper)

Determine (de-ter-míne)

Nights (nie-gets)

Europeans (*hes.*)

Hundreds (husbands)

Tissue (sit-sue)

Steadily (steady)

Contain (cuhn-tan)

Tomorrow's (tom-rows)

Irritation (*skip*)

Whisked (whisker)

Marquis (market)

Mowgli (Mo-gull-eye)

Melody (lemonade)

Minnows (minus)

Screened (screamed)

Pitiful (pitfall)

Estuary (est-*hes.*)

Consulting (consoling)

Trolley (trowley)

Hobbled (hobbit)

Feathered (feathers)

Extracted (extrace)

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

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 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 *or*						1
			wrote children's books						
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 *or*							3
		was the second daughter of	Charles / Caroline						
65	They / Her family	had to move	so her / wherever their	dad / father	could	find / get	work / a job	4
			because her dad didn't have						
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 *or*						8
	Her dad/father / Charles	wanted / longed	to farm						
151	The girls / The kids / 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	*again*	Word number	*123*
A Time in seconds	*60*	Number of errors	*9*
		B Number of words read correctly	*114*
		(60 x **B**) ÷ **A** = Words correct per minute (WCPM)	*114*
		C EQUATED SCORE	*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.*

X Recalled idea units		**Y** Maximum possible idea units	
		X ÷ **Y** = **Z** PASSAGE RETELL SCORE	

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	❷ Recalled Idea Unit							❸ Maximum Possible Idea Units
7	A girl / A lady / Laura	was a	writer author .... or					1
			wrote children's books					
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 .... or						3
		was the second daughter of	Charles Caroline					
65	They Her family	had to move	so her wherever their	dad father	could	find get	work a job	4
			because her dad didn't have					
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 .... or					8
	Her dad/father Charles	wanted longed	to farm					
151	The girls The kids 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	*again*	Word number	123
❹ Time in seconds	60	Number of errors	9

❸ Number of words read correctly	114
(60 x ❸) ÷ ❹ = Words correct per minute (WCPM)	114
❹ EQUATED SCORE	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.*

❶ Recalled idea units		❷ Maximum possible idea units	
		❶ ÷ ❷ = ❷ PASSAGE RETELL SCORE	

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	① Recalled Idea Unit								① Maximum Possible Idea Units
7	A girl / A lady / Laura	was a	writer / author _____ or / 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 _____ or / was the second daughter of		Charles / Caroline					3
65	They / Her family	had to move	so her / wherever their / because her dad didn't have	dad / father	could	find / get	work / a job		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 _____ or						8
	Her dad/father / Charles	wanted / longed	to farm						
151	The girls / The kids / 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	*again*	Word number	*123*
ⓐ Time in seconds	*60*	Number of errors	*9*
		ⓑ Number of words read correctly	*114*
		$(60 \times ⓑ) \div ⓐ$ = Words correct per minute (WCPM)	*114*
		ⓒ **EQUATED SCORE**	*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	
		$ⓧ \div ⓨ = ⓩ$ **PASSAGE RETELL SCORE**	

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	① Recalled Idea Unit								② Maximum Possible Idea Units
7	A girl / A lady / Laura	was a	writer / author / or / 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 / or / was the second daughter of / Charles / Caroline							3
65	They / Her family	had to move	so her / wherever their / because her dad didn't have	dad / father	could	find / get	work / a job		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 / Her dad/father / Charles	moved / wanted / longed	in 1874 / to Walnut Grove / to Minnesota / or / to farm						8
151	The girls / The kids / 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	*again*	Word number	**123**
④ Time in seconds	60	Number of errors	**9**
		⑤ Number of words read correctly	**114**
		(60 x ⑤) ÷ ④ = Words correct per minute (WCPM)	**114**
		⑥ **EQUATED SCORE**	**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**	

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

Retell Scoring Guide
page 1 of 3
Laura

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

# of Words Read	❶ Recalled Idea Unit							❶ Maximum Possible Idea Units
7	A girl / A lady / Laura	was a	writer / author	*or*				1
		wrote children's books						
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		*or*				3
		was the second daughter of	Charles / Caroline					
65	They / Her family	had to move	so her / wherever their	dad / father	could	find / get	work / a job	4
			because her dad didn't have					
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	*or*				8
	Her dad/father Charles	wanted / longed	to farm					
151	The girls / The kids / 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	*again*	Word number	123
❶ Time in seconds	60	Number of errors	9
		❸ Number of words read correctly	114
		(60 x ❸) ÷ ❶ = Words correct per minute (WCPM)	114
		❹ EQUATED SCORE	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	8
	❌ ÷ ❓ = ❓ PASSAGE RETELL SCORE	

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

Retell Scoring Guide

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						1
		or wrote children's books							
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							3
		or was the second daughter of	Charles / Caroline						
65	They / Her family	had to move	so her / wherever their	dad / father	could	find / get	work / a job		4
			because her dad didn't have						
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						8
	Her dad/father / Charles	wanted / longed	*or* to farm						

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

# of Words Read	✪ Recalled Idea Unit									✪ Maximum Possible Idea Units
7	A girl A lady Laura	was a	writer author -------- *or* -------- 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 -------- *or* -------- 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			4
			because her dad didn't have							
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 -------- *or* --------							8
	Her dad/father Charles	wanted longed	to farm							

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	*8*
		✪ ÷ ✪ = ✪ **PASSAGE RETELL SCORE**	

TALA

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

# of Words Read	⊗ Recalled Idea Unit									⊘ Maximum Possible Idea Units
7	A girl A lady Laura	was a	writer author ---------------- *or* 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 -------------- *or* was the second daughter of		Charles Caroline						3
65	They Her family	had to move	so her wherever their because her dad didn't have	dad father	could	find get	work a job			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 -------------- *or*							8
	Her dad/father Charles	wanted longed	to farm							

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.* **4**

⊗ Recalled idea units		⊘ Maximum possible idea units	8
		⊗ ÷ ⊘ = ⊘ PASSAGE RETELL SCORE	

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

# of Words Read	⊗ Recalled Idea Unit								✓ Maximum Possible Idea Units
7	A girl A lady Laura	was a	writer author ————————————— *or* 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 ————————— *or* was the second daughter of		Charles Caroline					3
65	They Her family	had to move	so her wherever their because her dad didn't have	dad father	could	find get	work a job		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 ———————— *or*						8
	Her dad/father Charles	wanted longed	to farm						

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.* **4 6**

⊗ Recalled idea units [ ] ✓ Maximum possible idea units *8*

⊗ ÷ ✓ = ⊘ PASSAGE RETELL SCORE [ ]

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

# of Words Read	⊗ Recalled Idea Unit			⊙ Maximum Possible Idea Units
7	A girl A lady Laura	was a	writer author *or* 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 *or* 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 Her dad/father Charles	moved wanted longed	in 1874 to Walnut Grove to Minnesota *or* to farm	8

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.*   4 6 7

⊗ Recalled idea units		⊙ Maximum possible idea units	*8*
		⊗ ÷ ⊙ = ⊘ **PASSAGE RETELL SCORE**	

Scoring the Comprehension Retell:
I Do (cont.)

# of Words Read	⊗ Recalled Idea Unit									✓ Maximum Possible Idea Units
7	A girl A lady Laura	was a	writer author *---------- or* 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 *---------- or* was the second daughter of		Charles Caroline						3
65	They Her family	had to move	so her wherever their because her dad didn't have	dad father	could	find get	work a job			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 Her dad/father Charles	moved wanted longed	in 1874 to Walnut Grove to Minnesota *---------- or* to farm							8

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.*	4 6 7
⊗ Recalled idea units	**3**	✓ Maximum possible idea units **8**
		⊗ ÷ ✓ = ⊠ PASSAGE RETELL SCORE

Scoring the Comprehension Retell: *I 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 **Ⓑ**) ÷ **Ⓐ** = Words correct per minute (WCPM)	**114**
		Ⓒ EQUATED SCORE	**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.*

4

6

7

Ⓧ Recalled idea units	**3**	**Ⓨ** Maximum possible idea units	**8**
		Ⓧ ÷ **Ⓨ** = **Ⓩ** **PASSAGE RETELL SCORE**	

Scoring the Comprehension Retell: *I 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 Ⓑ) ÷ Ⓐ = Words correct per minute (WCPM)	**114**
		Ⓒ **EQUATED SCORE**	**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.		**4** **6** **7**

Ⓧ Recalled idea units	**3**	Ⓨ Maximum possible idea units	**8**
		Ⓧ ÷ Ⓨ = Ⓩ **PASSAGE RETELL SCORE**	**.38**

Retell Scoring Guide

A Wonderful Friendship
(page 1 of 2)

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

# of Words Read	❶ Recalled Idea Unit				❷ 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		or	3
		opened new worlds of	conversation communication		
58	The girl Helen Keller	lost her	sight hearing	when she was a baby	4
		did not could not	speak talk	or	
81	She The girl 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	his most important work		8
		was a teacher of used to teach	deaf people	or	
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
❶ Time in seconds	60	Number of errors	11
		❷ Number of words read correctly	130
		(60 x ❷) ÷ ❶ = WCPM	130
		❸ EQUATED SCORE	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	
		✗ ÷ ❤ = ❷ PASSAGE RETELL SCORE	

Scoring the Comprehension Retell: *WE Do*

Retell Scoring Guide

A Wonderful Friendship
(page 1 of 2)

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

# of Words Read	❶ Recalled Idea Unit				❷ 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		*or*	3
		opened new worlds of	conversation communication		
58	The girl Helen Keller	lost her	sight hearing	when she was a baby	4
		did not could not	speak talk		*or*
81	She The girl 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		his most important work	8
		was a teacher of used to teach	deaf people	*or*	
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
❶ Time in seconds	60	Number of errors	11
		❸ Number of words read correctly	130
		$(60 \times ❸) \div ❶ = $ WCPM	130
		❸ **EQUATED SCORE**	134

Comprehension Retell *This young girl couldn't hear, and they went* 1
to this scientist who helped her to see if she could talk or hear. And she 7
couldn't even talk, and he might do sign language. 4

❌ Recalled idea units	3	✓ Maximum possible idea units	8
		❌ ÷ ✓ = ❷ **PASSAGE RETELL SCORE**	

Scoring the Comprehension Retell: *WE Do*

Retell Scoring Guide

A Wonderful Friendship
(page 1 of 2)

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

# of Words Read	❶ Recalled Idea Unit				❷ 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		or	3
		opened new worlds of	conversation communication		
58	The girl Helen Keller	lost her	sight hearing	when she was a baby	4
		did not could not	speak talk	or	
81	She The girl 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		his most important work	8
		was a teacher of used to teach	deaf people	or	
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
❶ Time in seconds	60	Number of errors	11
		❷ Number of words read correctly	130
		(60 x ❷) ÷ ❶ = WCPM	130
		❸ EQUATED SCORE	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.

1
7
4

❌ Recalled idea units	3	❤ Maximum possible idea units	8
		❌ ÷ ❤ = ❷ PASSAGE RETELL SCORE	.38

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	❶ Recalled Idea Unit			❷ Maximum Possible Idea Units
6	A girl A lady A person Claudia Taylor Lady Bird	was born in	Texas the country Karnack 1912 ------- or was given the nickname "Lady Bird"	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 * The seeds would		waited for the flowers to go to seed before they mowed ------- or spread grow into plants	4
116	The girl The lady Claudia Lady Bird	moved to Austin -------- or went to	college the university UT	5
133	She Claudia Lady Bird	married	a man Lyndon B. Johnson LBJ	6
141	Her husband Johnson	ran for became	president	7
162	Lady Bird His wife	saw	beauty and blight neglect ugliness	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
❶ Time in seconds	60	Number of errors	15
		❸ Number of words read correctly	126
		$(60 \times ❸) \div ❶ = WCPM$	126
		❹ EQUATED SCORE	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		❓ Maximum possible idea units	
		$❌ \div ❓ = ❷$ **PASSAGE RETELL SCORE**	

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 / A person / Claudia Taylor / Lady Bird	was born in	Texas / the country / Karnack / 1912 ———— *or* ———— was given the nickname "Lady Bird"	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 ———— *or* ————		4
	The seeds would	spread / grow into plants		
116	The girl / The lady / Claudia / Lady Bird	moved to Austin ———— *or* ———— went to	college / the university / UT	5
133	She / Claudia / Lady Bird	married	a man / Lyndon B. Johnson / LBJ	6
141	Her husband / Johnson	ran for / became	president	7
162	Lady Bird / His wife	saw	beauty and blight / neglect / ugliness	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 x Ⓑ) ÷ Ⓐ = WCPM	126
		Ⓒ EQUATED SCORE	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* [1] *the flowers to grow, and some people wanted to mow it.* [2]

Ⓧ Recalled idea units	2	Ⓨ Maximum possible idea units	7
		Ⓧ ÷ Ⓨ = Ⓩ PASSAGE RETELL SCORE	

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 / A person / Claudia Taylor / Lady Bird	was born in	Texas / the country / Karnack / 1912	1
			or — was given the nickname "Lady Bird"	
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
	The seeds would	spread / grow into plants	*or*	
116	The girl / The lady / Claudia / Lady Bird	moved to Austin	*or*	5
		went to	college / the university / UT	
133	She / Claudia / Lady Bird	married	a man / Lyndon B. Johnson / LBJ	6
141	Her husband / Johnson	ran for / became	president	7
162	Lady Bird / His wife	saw	beauty and blight / neglect / ugliness	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 x ℗) ÷ ▲ = WCPM	126
		⦿ EQUATED SCORE	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.   1   2

✕ Recalled idea units	2	�Y Maximum possible idea units	7
		✕ ÷ �Y = �Z PASSAGE RETELL SCORE	.29

Passage 1 *Laura*

Last word read	*again*	Word number	123
⏱ Time in seconds	60	Number of errors	9
		❸ Number of words read correctly	114
		(60 x ❸) ÷ ❹ = Words correct per minute (WCPM)	114
		● EQUATED SCORE	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.

4
6
7

✗ Recalled idea units	3	✔ Maximum possible idea units	8
		✗ ÷ ✔ = ❷ PASSAGE RETELL SCORE	.38

Passage 2 *A Wonderful Friendship*

Last word read	*Bell*	Word number	141
⏱ Time in seconds	60	Number of errors	11
		❸ Number of words read correctly	130
		(60 x ❸) ÷ ❹ = WCPM	130
		● EQUATED SCORE	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.

1
7
4

✗ Recalled idea units	3	✔ Maximum possible idea units	8
		✗ ÷ ✔ = ❷ PASSAGE RETELL SCORE	.38

Passage 3 *Spreading Wildflowers*

Last word read	*President*	Word number	141
⏱ Time in seconds	60	Number of errors	15
		❸ Number of words read correctly	126
		(60 x ❸) ÷ ❹ = WCPM	126
		● EQUATED SCORE	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.

1
2

✗ Recalled idea units	2	✔ Maximum possible idea units	7
		✗ ÷ ✔ = ❷ PASSAGE RETELL SCORE	.29

Total equated scores (add all ●'s)	399
Divide by 3 for **AVERAGE EQUATED SCORE**	133

Total passage retell scores (add all ❷'s)	
Divide by 3 for **AVERAGE RETELL SCORE**	

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**
		❸ Number of words read correctly	**114**
		(60 x ❸) ÷ ❹ = Words correct per minute (WCPM)	**114**
		❺ **EQUATED SCORE**	**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.*

4
6
7

❽ Recalled idea units	**3**	❾ Maximum possible idea units	**8**
		❽ ÷ ❾ = ❿ **PASSAGE RETELL SCORE**	**.38**

Passage 2 *A Wonderful Friendship*

Last word read	*Bell*	Word number	**141**
⏱ Time in seconds	**60**	Number of errors	**11**
		❸ Number of words read correctly	**130**
		(60 x ❸) ÷ ❹ = WCPM	**130**
		❺ **EQUATED SCORE**	**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.*

1
7
4

❽ Recalled idea units	**3**	❾ Maximum possible idea units	**8**
		❽ ÷ ❾ = ❿ **PASSAGE RETELL SCORE**	**.38**

Passage 3 *Spreading Wildflowers*

Last word read	*President*	Word number	**141**
⏱ Time in seconds	**60**	Number of errors	**15**
		❸ Number of words read correctly	**126**
		(60 x ❸) ÷ ❹ = WCPM	**126**
		❺ **EQUATED SCORE**	**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.*

1
2

❽ Recalled idea units	**2**	❾ Maximum possible idea units	**7**
		❽ ÷ ❾ = ❿ **PASSAGE RETELL SCORE**	**.29**

Total equated scores (add all ❺'s)	**399**
Divide by 3 for **AVERAGE EQUATED SCORE**	**133**

Total passage retell scores (add all ❿'s)	**1.05**
Divide by 3 for **AVERAGE RETELL SCORE**	**.35**

Calculating the Average Retell Score

Passage 1 *Laura*

Last word read	*again*	Word number	123
⊙ Time in seconds	60	Number of errors	9
		ℬ Number of words read correctly	114
		(60 x ℬ) ÷ ⊙ = Words correct per minute (WCPM)	114
		⊙ **EQUATED SCORE**	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.*

4
6
7

⊗ Recalled idea units	3	⊙ Maximum possible idea units	8
		⊗ ÷ ⊙ = ⊠ **PASSAGE RETELL SCORE**	.38

Passage 2 *A Wonderful Friendship*

Last word read	*Bell*	Word number	141
⊙ Time in seconds	60	Number of errors	11
		ℬ Number of words read correctly	130
		(60 x ℬ) ÷ ⊙ = WCPM	130
		⊙ **EQUATED SCORE**	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.*

1
7
4

⊗ Recalled idea units	3	⊙ Maximum possible idea units	8
		⊗ ÷ ⊙ = ⊠ **PASSAGE RETELL SCORE**	.38

Passage 3 *Spreading Wildflowers*

Last word read	*President*	Word number	141
⊙ Time in seconds	60	Number of errors	15
		ℬ Number of words read correctly	126
		(60 x ℬ) ÷ ⊙ = WCPM	126
		⊙ **EQUATED SCORE**	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.*

1
2

⊗ Recalled idea units	2	⊙ Maximum possible idea units	7
		⊗ ÷ ⊙ = ⊠ **PASSAGE RETELL SCORE**	.29

Total equated scores (add all ⊙'s)	399
Divide by 3 for **AVERAGE EQUATED SCORE**	133

Total passage retell scores (add all ⊠'s)	1.05
Divide by 3 for **AVERAGE RETELL SCORE**	.35

$.35 \times 100 = \boxed{35\%}$

Comparing the Average Equated and Average Retell Scores

Decoding and Fluency (Average Equated Score)	Retell Comprehension (Average Retell Score)	Interpretation
Low Average equated score in the Decoding range or lower two-thirds of the Fluency range	**Low** Average retell score of less than 40%	**Group A** Students who are struggling with all component skills simultaneously
Low Average equated score in the Decoding range or lower two-thirds of the Fluency range	**High** Average retell score of greater than 40%	**Group B** Most common for students with dyslexia (Note: These results do NOT qualify a student for services)
High Average equated score in the upper third of the Fluency range or in the Comprehension range	**Low** Average retell score of less than 40%	**Group C** Most common for students who almost failed or barely failed the state reading assessment
High Average equated score in the upper third of the Fluency range or in the Comprehension range	**High** Average retell score of greater than 40%	**Group D** 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 Sunshine | Date | 9/2/10 | Gender | F |
| Examiner (and Title) | Patricia Professional, teacher | School | Texas MS | Grade | 7 |

Passage 1 *Laura*

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

Comprehension Retell *That Laura and his family moved to Kansas because in Wisconsin there was 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	way	Word number	94
Time in seconds	60	Number of errors	2
		Number of words read correctly	92
		(60 x ◯) ÷ ◯ = 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. She wanted 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 | Herbie Helpme | Date | 9/2/10 | Gender | M |
| Examiner (and Title) | Patricia Professional, teacher | School | Texas MS | Grade | 7 |

Passage 1 *Laura*

Last word read	farm	Word number	87
Time in seconds	60	Number of errors	14
		Number of words read correctly	73
		(60 x ◯) ÷ ◯ = 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
Time in seconds	60	Number of errors	10
		Number of words read correctly	82
		(60 x ◯) ÷ ◯ = 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*

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 =**

Susie Sunshine

- ***Laura***
  - Recalled idea units 4 and 6
  - Score = 2/6 = .33
- ***A Wonderful Friendship***
  - Recalled idea units 1, 2, 4, and 5
  - Score = 4/5 = .80
- ***Spreading Wildflowers***
  - Recalled idea units 1, 2, and 5
  - Score = 3/5 = .60
- **Average retell score** = 58%

Herbie Helpme

- ***Laura***
  - Recalled idea units 3, 5, and 6
  - Score = 3/6 = .50
- ***A Wonderful Friendship***
  - Recalled idea unit 1
  - Score = 1/5 = .20
- ***Spreading Wildflowers***
  - Recalled idea unit 2
  - Score = 1/4 = .25
- **Average retell score** = 32%

Grouping the Sample Students

Decoding and Fluency (Average Equated Score)	Retell Comprehension (Average Retell Score)	Interpretation
Low Average equated score in the Decoding range or lower two-thirds of the Fluency range	**Low** Average retell score of less than 40%	**Group A** Students who are struggling with all component skills simultaneously
Low Average equated score in the Decoding range or lower two-thirds of the Fluency range	**High** Average retell score of greater than 40%	**Group B** Most common for students with dyslexia (Note: These results do NOT qualify a student for services)
High Average equated score in the upper third of the Fluency range or in the Comprehension range	**Low** Average retell score of less than 40%	**Group C** Most common for students who almost failed or barely failed the state reading assessment
High Average equated score in the upper third of the Fluency range or in the Comprehension range	**High** Average retell score of greater than 40%	**Group D** 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 | Mrs. Williams | | School year | 09-10 |
| Grade | 6 | | Class period | 5th |

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
Heather Castillo	BOY	9/25		30/51/51	44
	PM	11/10	Penguins	33	33
	MOY	1/16		30/42/53	42
	PM	2/20	The Writing Pencil	54	54
	PM	3/30	Jim Henson	58	58
	EOY	5/10		73/74/85	77
Jeffrey Coleman	BOY	9/25		32/69/71	57
	PM	10/20	The Aye Aye	62	62
	PM	12/15	Jim Henson	74	74
	MOY	1/17		51/59/74	61
	PM	3/20	Mrs. Mason's Gift	87	87
	EOY	5/10		79/87/100	89

Tracking Student Progress (cont.)
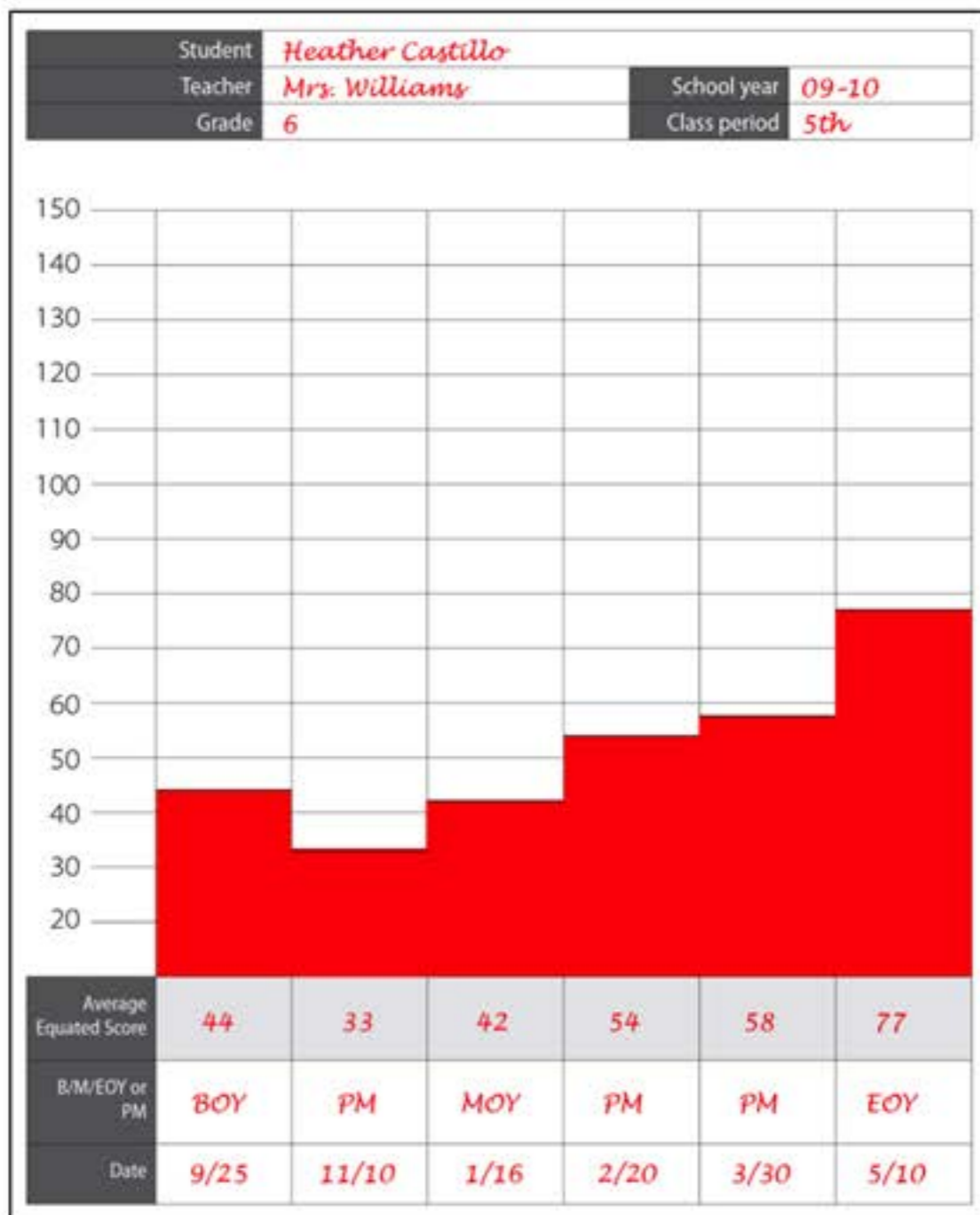
Tracking Student Progress (cont.)

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
Grade 6			
TMSFA Word Lists	≤ 55	56–73	> 74
TMSFA Passage Fluency	≤ 88	89–113	> 114
Grade 7			
TMSFA Word Lists	≤ 58	59–75	> 76
TMSFA Passage Fluency	≤ 89	90–118	> 119
Grade 8			
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:

erage Equated Score NGE	DECODING	FLUENCY	COMPREHENSION
eds Identified	Decoding, Fluency, and Comprehension	Fluency and Comprehension	Comprehension

Plan instruction to include:

DECODING

Unit 1: Effective Instruction

Unit 2: Vocabulary

Unit 3: Comprehension

Unit 5: Word Study

Unit 6: Fluency

Unit 7: Inferential Comprehension

FLUENCY

Unit 1: Effective Instruction

Unit 2: Vocabulary

Unit 3: Comprehension

Unit 6: Fluency

Unit 7: Inferential Comprehension

COMPREHENSION

Unit 1: Effective Instruction

Unit 2: Vocabulary

Unit 3: Comprehension

Unit 7: Inferential Comprehension

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)

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?