

Presenter's Preparation Outline

Unit 4, Module 1: Administering the Texas Middle School Fluency Assessment

Presentation Materials

- 2-slides-to-a-page handout of the Adobe Flash presentation
- Handouts 1 to 7
- Equipment
 - Projector
 - Sound system (speakers)
 - Laptop or other computer
 - Laser pointer
 - Digital timers (at least 1 per table)

Handouts

- Handout 1: Grade 7 Entry Points for Passage Reading Fluency
- Handout 2: Passage Reading Fluency Subtest: Grade 7 BOY Examiner's Packet
- Handout 3: Passage Fluency Scoring Rules
- Handout 4: Entry Points for Word Reading Fluency
- Handout 5: Word Reading Fluency Subtest: BOY Examiner's Packet
- Handout 6: Reflection Log
- Handout 7: References

Outline continues on the next page.

Videos Embedded

- Slide 15: Administering the TMSFA: Passage Reading Fluency (3:37)
- Slide 31: Administering the TMSFA: Word Reading Fluency (2:24)

Audio Recordings

- Slide 17: Passage Reading Fluency Practice: “Laura”
- Slide 20: Passage Reading Fluency Practice: “A Wonderful Friendship”
- Slide 23: Passage Reading Fluency Practice: “Spreading Wildflowers”
- Slide 33: Word Reading Fluency Practice: Word List 1
- Slide 35: Word Reading Fluency Practice: Word List 8
- Slide 38: Word Reading Fluency Practice: Word List 15

Time

This module will take approximately 90 minutes.

Unit 4:
Diagnostic and Progress Monitoring Data

TEXAS
TALA
ADOLESCENT
LITERACY
ACADEMIES

Module 1:
Administering the Texas Middle
School Fluency Assessment

Version 2.0 ©2010 University of Texas System/Texas Education Agency

Slide 1—Title Slide

This is the first module in the **Diagnostic and Progress Monitoring Data** unit, **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.

Slide 2—House Bill 2237, Section 6

Review the information on the slide.

State legislation now requires that grade 7 students who failed the annual state reading test in the spring of their sixth-grade year be assessed with a valid and reliable instrument for determining areas of reading difficulty. To meet this requirement, the Texas Middle School Fluency Assessment (TMSFA) is being offered free of charge to individuals trained in its use and interpretation. There are no reporting requirements, but the intent is that teachers will be able to use the data to plan appropriate interventions to bring students up to the grade-level standard.

REFERENCE: Texas Education Agency (TEA), University of Houston (UH), & The University of Texas System (UTS), 2008a.

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

Slide 3—Using Diagnostic and Progress Monitoring Data

This module will acquaint you with the features of and procedures for the TMSFA. This diagnostic and progress monitoring instrument was developed for students in grades 6 through 8 who failed the state reading test. If a school or district wants to identify a broader range of students potentially at risk for reading failure, the TMSFA can also be administered to students with a very low passing score, usually considered within the confidence interval, or “on the bubble.”

Although HB 2237 applies only to seventh-grade students, a schoolwide approach to reading intervention would include regular assessments and progress monitoring of all students identified as having difficulty reading. To increase the likelihood that students will close the gap in their performance and meet grade-level standards in reading, it is important to determine their needs as soon as possible and then plan strategic interventions.

The focus in this module is on administering the TMSFA and collecting student data. The next module will examine how to interpret those data and use them to plan appropriate instruction.

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.

Slide 4—Objectives

Set expectations for this session.

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)

Slide 5—Efficient Indicator of Overall Reading Ability

Research with fourth- and fifth-graders has established the utility of ORF measures for quickly and accurately identifying students who could benefit from instructional interventions.

Review the research statements on the slide.

The ORF measures used in these studies employed a set of 200- to 250-word passages that students were asked to read aloud for 1 minute each. Hence, the assessments were deemed to be cost-effective and time-efficient performance indicators.

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)

Slide 6— Efficient Indicator of Overall Reading Ability (cont.)

Review the research statement on the slide.

Researchers have theorized that fluent reading frees up attentional resources to process text more deeply (Nathan & Stanovich, 1991; Thurlow & van den Broek, 1997).

Yet silent reading fluency does not seem to be as robust an indicator as oral reading fluency. In reporting correlations computed for the total words read (silent and oral reading) with the number of comprehension questions answered correctly and the raw score on a standardized measure of reading, Fuchs et al. (2001) noted that the “correlations for the oral reading fluency score were substantially and significantly higher than for the silent reading fluency scores” (p. 247).

REFERENCES: Fuchs, Fuchs, Hosp, & Jenkins, 2001; Nathan & Stanovich, 1991; Thurlow & van den Broek, 1997.

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

Slide 7— Structure of the TMSFA

The TMSFA consists of two subtests:

Passage Reading Fluency

To determine students' accuracy and fluency with connected text, students are asked to read a series of three passages derived from released Texas Assessment of Knowledge and Skills (TAKS), Texas Assessment of Academic Skills (TAAS), State Developed Alternative Assessment (SDAA), and Texas Primary Reading Inventory (TPRI) reading tests.

Students will have 1 minute to read as much of each passage as they can. After each 1-minute reading, the test administrator will deliver a retell prompt to gather data on the student's reading comprehension.

A total of 34 passages have been validated, which allows teachers to use different passages to track student progress multiple times during the school year.

Review the first bullet on the slide.

Notes continue on the next page.

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

TALA

Version 2.0 ©2010 University of Texas System/Texas Education Agency 7

**DUPLICATE
SLIDE**

Word Reading Fluency

To determine students' word-level abilities in the absence of context, some students will be asked to read real words from a series of three lists at each of three difficulty levels.

Students identified for this subtest will have 1 minute to read as many words as they can from each list. All lists contain approximately 150 words, but some lists have 147–149 words. This difference will not affect the progress monitoring because the raw scores will be converted to equated scores. We will learn how to do this when we learn to interpret the results in the next module.

A total of 15 lists have been validated, which allows teachers to use different lists to track student progress during the school year.

Review the second bullet on the slide.

The range of difficulty levels used in both the Passage Reading and Word Reading Fluency subtests is intended to reflect authentic reading requirements. In any given text, students can expect to encounter vocabulary that is below grade level, at grade level, and above grade level. Therefore, the subtests assess student

Notes continue on the next page.

performance across this range and then provide a mechanism for averaging the score.

It is recommended that you allow 10 minutes for administering the TMSFA. This would not include the time it takes teachers to calculate scores, organize data, or plan instruction. The 10-minute timeframe is simply an estimation of the testing period required for each student.

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

TALA Version 2.0 ©2010 University of Texas System/Texas Education Agency 8

Slide 8—Data Collection Points

The TMSFA is used three times during the academic year to monitor performance. HB 2237 pertains to only the first administration of the TMSFA, which occurs within the first 6 weeks of school.

Review the information on the slide.

In the next module, we will discuss how to use the data collected at each assessment point in order to make instructional decisions. Remember, the TAKS or the State of Texas Assessments of Academic Readiness (STAAR) reading test serves as the initial screening tool to determine which students are having difficulty with reading. Only students who fail the state reading test must be administered the diagnostic assessment.

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

TALA

Version 2.0 ©2010 University of Texas System/Texas Education Agency

9

Slide 9—Entry Points for Testing: Passage Reading Fluency

The TMSFA begins with the Passage Reading Fluency subtest, which assesses word reading accuracy and fluency for connected expository and narrative texts.



Ask participants to turn to **Handout 1: Grade 7 Entry Points for Passage Reading Fluency**.

Students at grades 6, 7, and 8 will have different entry points for this subtest. Because grade 7 is the year required by HB 2237 to have a diagnostic assessment, all examples in this module will be from grade 7. The handout lists the passages that will be administered at each assessment point.

Use your laser pointer to indicate different elements of the sample table provided on the slide as you review the information.

Regular testing occurs at the three time points listed in the first chart: BOY, MOY, and EOY. If a student enrolls in your school between the predetermined testing points, such as between BOY and MOY, administer the alternate passages indicated on the “Between Assessment Time Points” table.

Notes continue on the next page.

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

TALA

Version 2.0 ©2010 University of Texas System/Texas Education Agency 9

**DUPLICATE
SLIDE**

At each testing point, students will read three different passages. Passage 1 will always be of an easier difficulty level, while the green passages 2 and 3 tend to be more challenging. Two difficulty levels are provided “in order to provide students with an opportunity to stair-step their decoding, fluency, and comprehension skills up to the level necessary to attain the met standard criteria on the [state assessment]” (TEA et al., 2008b, p. 18). Some of the more challenging passages are above the met standard Lexile level. They were included in order to assess the full range of reading fluency abilities for students who have failed the state assessment. Also, research has shown that difficulty level does not significantly affect reading fluency rates among adolescents (Denton, Vaughn, Fletcher, & Francis, 2007; Francis, Barr, & Mehta, 2008).

Each PDF file on your TMSFA CD contains the three passages you will need to administer at each point. For example, the PDF file for grade 7 BOY contains the passage “Laura,” followed by the more challenging “A Wonderful Friendship” and “Spreading Wildflowers.”

REFERENCES: TEA et al., 2008b; Denton, Vaughn, Fletcher, & Francis, 2007; Francis, Barr, & Mehta, 2008.

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

Slide 10—Passage Reading Fluency: Progress Monitoring

The other tables you see on your handout provide a selection of passages at different difficulty levels that can be used for additional progress monitoring throughout the year. There are three tables of progress monitoring passages for each grade level: August–November (as shown in the sample on the slide), December–February, and March–May.

Administer the progress monitoring assessment once per time period using any one of the passages listed. Be sure to select a different passage for each time period, as there is some overlap across selections.

Although the data gathered at these times will be from a single passage, as opposed to the three passages used for the assessment, you will still follow the same administration guidelines.

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

The image shows a 'Record Sheet: Passage Reading Fluency (cont.)' form. It includes fields for Student Name, Examiner (and Title), Date, School, and Gender. There are two passages listed: Passage 1 'Lulu' and Passage 2 'A Wonderful Friendship'. For each passage, there are fields for 'Last word read', 'Time in seconds', 'Word number', 'Number of errors', 'Number of words read correctly', and 'Words correct per minute (WCPM)'. There are also checkboxes for 'Recalled idea units' and 'Maximum possible idea units'. The form includes sections for 'EQUATED SCORE' and 'PASSAGE RETELL SCORE' for each passage, and a 'TOTAL SCORE (and all #s)' and 'AVERAGE RETELL SCORE' at the bottom. A note at the bottom says 'Scoring continues on the next page.'

TALA

Version 2.0 ©2010 University of Texas System/Texas Education Agency

11

Slide 11—Preparing to Administer the Passage Reading Fluency Subtest

Some preparation is necessary before testing. You will need a **pen** or **pencil** to record student responses and a **digital timer**. It will be important to observe the 1-minute time limit for each passage, or the test results will be invalid. You will also be instructed to prompt a student who hesitates longer than 3 seconds. Therefore, the timer you use should indicate seconds and not just minutes.

In preparation for the test, you will also need the appropriate student and examiner packets from the TMSFA CD. You will need only **one copy of the student packet**, which can be reused with all students at the same grade level and testing point. The number of **examiner packets** needed depends on the number of students tested. Because you will mark up your examiner copy when testing, you will need **one copy per student**.



Let's look at the examiner packet now. Turn to **Handout 2: Passage Reading Fluency Subtest: Grade 7 BOY Examiner's Packet**.

Notes continue on the next page.

The cover page lists the three passages used at this grade level and entry point, as well as directions to the student, which we will review in a moment.

On pages 2–3, you will find the Record Sheet. The Record Sheet in your examiner packet will be blank, like the version on the slide; today we will use this partially filled-in handout version as a model.

Before administering the test, fill out the top portion of this sheet.

Using your laser pointer, indicate the spaces for recording the student's name, the examiner's name, the examiner's title, the student's gender, the student's grade, the school in which the student is enrolled, and the date of testing.

You will fill in the rest of the data later. Keep this sheet handy, as you will return to it several times during testing.

Let's take a quick look through the rest of Handout 2, which we will use for the next several slides. Following the Record Sheet, you will find the three passages for testing. Like most of the passages in the TMSFA, each passage is two to three pages long. As you will learn, it is probably not necessary to duplicate all pages for the purposes of testing. In most cases, printing the first page of each passage will be sufficient because students who struggle with reading are not likely to read more than 150 words in 60 seconds. Keep this in mind when preparing your copies for administering the test.

Please turn back to the first page of Handout 2.

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.”

Slide 12—Administering the Passage Reading Fluency Subtest: *I Do*

When you have everything prepared and are ready to begin testing a student, have the student sit directly across from you. Place a copy of the student packet in front of the student with the cover page on top.

Have your examiner packet (Handout 2) in front of you, cover page on top, and read aloud the first paragraph of directions word-for-word.

Read the directions on the slide.

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.”

Slide 13—Administering the Passage Reading Fluency Subtest: *I Do* (cont.)

When the student is ready to begin, set your timer for 1 minute. Then, turn or remove the student’s cover page and **read the title** to the student. **Start the timer when the student says the first word.**

As the student reads, mark your copy of the passage to indicate the errors the student makes. **Mark a slash through words the student reads incorrectly.** Errors are counted every time they are made—even if the student mispronounces the same word repeatedly throughout a passage.

The only exception to this rule concerns pronunciations that are culturally or linguistically based. “It is important to be sensitive to students’ dialectic, linguistic, and cultural diversity when administering the TMSFA. Reliability of scoring can be compromised when the student taking the assessment and the teacher administering the assessment do not share similar dialectic, linguistic, or cultural backgrounds. Therefore, flexibility, professional judgment, and knowledge of how

Notes continue on the next 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.”

TALA Version 2.0 ©2010 University of Texas System/Texas Education Agency 13

DUPLICATE SLIDE

dialect influences the pronunciation of words in context and isolation should be used in scoring responses” (TEA et al., 2008b, p. 9).

 The directions on **Handout 3: Passage Fluency Scoring Rules** have most of the information you need to score the reading. Turn to Handout 3.

Review the handout with participants and answer any questions.

I/WE/YOU DO adapted with permission from Archer et al., 1988.
REFERENCE: TEA et al., 2008b.

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.

Slide 14—Administering the Passage Reading Fluency Subtest: *I Do* (cont.)

An additional type of error is possible. **If a student skips an entire line**, interrupt his/her reading. Point **to the beginning of the line** that was skipped and ask the student to start reading again from the first word on that line. **Mark only that word** with a slash, unless the student makes additional errors in rereading the line. Practice offering this direction so that you minimize the loss of time while testing a student. **Do not stop the timer** to offer the redirection: Get the student reading again as quickly as possible.

The raw score of the test is determined by the number of words in the passage that the student is able to read correctly in 60 seconds. Therefore, you need to record the last word the student read when the timer sounds. **Tell the student to “Stop,” and then simply draw a circle around the word** on your copy of the passage.

If a student reads all the words in a given passage in less than 60 seconds, record the time when the student completed the passage. This will be highly

Notes continue on the next page.

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.

TALA

Version 2.0 ©2010 University of Texas System/Texas Education Agency 14


DUPLICATE
SLIDE

unusual because almost all the passages contain more than 200 words. However, a student may refuse to read further or indicate he/she cannot read any more words. In that case, encourage the student to try, and if the student still refuses to read, record the time at which he/she stopped, and circle the final word read.

I/WE/YOU DO adapted with permission from Archer et al., 1988.

Administering the Passage Reading Fluency Subtest: *I 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 own farm. 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 1881, the family moved to Walnut Grove, Minnesota. They built a house and farmed the land. The Ingalls had many adventures there. But the family suffered many hardships as well. During their

Passage 1 *Laura*

Last word read	Word number
Time in seconds	Number of errors
Number of words read correctly	
(60 × B) ÷ A = 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?”



Version 2.0 ©2010 University of Texas System/Texas Education Agency

15

Slide 15—Administering the Passage Reading Fluency Subtest: *I Do* (cont.)

The next step is to assess the student’s comprehension of the passage. Flip the student’s packet back to the cover page to keep the passage from view. Then give the initial retell prompt: **“Can you tell me everything you remember reading in the passage?”** This will emphasize that the student must read for meaning.

If the student pauses, deliver the follow-up prompt: **“Do you remember anything else?”** Deliver the follow-up prompt each time the student pauses, until he/she can recall no more information.


If the student read at least 80 words, you will transcribe the student’s retell in detail. The 80th word of each passage has been shaded on your examiner copy for you to identify it easily.

Use your laser pointer to indicate the shading on the 80th word in the sample passage on the slide.

Notes continue on the next page.

Administering the Passage Reading Fluency Subtest: *I 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 own farm. 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 1881, the family moved to Walnut Grove, Minnesota. They built a house and farmed the land. The Ingalls had many adventures there. But the family suffered many hardships as well. During their


Passage 1 *Laura*

Last word read	Word number
Time in seconds	Number of errors
Number of words read correctly	
(60 × B) ÷ A = 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?”



DUPLICATE SLIDE



Version 2.0 ©2010 University of Texas System/Texas Education Agency 15

Space for transcription is provided on the Record Sheet (Handout 2, pages 2–3). Note there is one transcription space per passage.

Use your laser pointer to indicate where to record the student’s response.

Try to write the student’s retell as accurately and completely as possible because this information will be used to interpret the results and plan instruction, as will be explained in the next module.

Note that if the student does not reach the 80th word, you will not need to record the retell.

After completing the administration of one passage, immediately transition to the next passage. To reduce the amount of time spent testing each student, wait to record the word and error counts on the Record Sheet until you have finished administering all the passages and word lists.



Video: Administering the TMSFA: Passage Reading Fluency (3:38)

This video shows a teacher administering the Passage Reading Fluency subtest. As you watch, you may want to jot down some of the things you observe that may be useful as you prepare to administer this assessment to your students.

Do not mark your copy of the passage yet. For now, concentrate on how the teacher in the video administers the assessment.

Click the icon to play the video.

What were some things you observed the teacher doing as he administered the Passage Reading Fluency subtest?

Call on participants. Acknowledge and repeat/rephrase responses.


Suggested responses:

- *Had testing packet organized*
- *Kept his timer in view*
- *Shielded his paper from the students' view by turning up the top*
- *Was familiar with the passages and directions*
- *Made eye contact with the student*
- *Confirmed the student's understanding of the directions*
- *Did not offer evaluative feedback such as "excellent job"*
- *Covered the passages while prompting for the main idea*
- *Moved immediately to the next passage*

I/WE/YOU DO adapted with permission from Archer et al., 1988.

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.


Version 2.0 ©2010 University of Texas System/Texas Education Agency 16

Slide 16—Administering the Passage Reading Fluency Subtest: *WE Do*

To practice scoring the Passage Reading Fluency subtest, we will listen to a recording of a seventh-grade student at the beginning of the year. Turn to Handout 2, page 3 for the first and easiest passage of the 7th grade BOY assessment: “Laura.”

Our student will be reading from the student version of the passage, which is identical to your version, with two exceptions. Your version has the 80th word shaded and the Lexile information under the title. To eliminate possible distractions while reading, the student’s version does not.

It will be helpful to familiarize yourself with the passage before you administer it for the first time. Let’s take that opportunity now. I will give you 1 minute to look over the passage “Laura.” Ready? Begin.

Start the timer. Stop participants when the timer sounds.

Now, what are the four elements we need for our testing session?

Notes continue on the next page.

Answers: a pen/pencil, a timer, the student packet, and the examiner packet.

You will not need the student packet for the activities in this module, though you will use it when testing.

Everyone will have an opportunity to use the timer at your table at least once today, so that each of you can practice starting the timer when the student reads the first word. Decide who at your table will go first; then set the timer for 1 minute.

Allow time for all tables to prepare.

As the student reads, all of you will follow along, marking your copy of “Laura.” Draw a slash through any of the words he reads incorrectly or skips. If he hesitates for 3 seconds, practice providing the word and prompting the student to go on. Draw a slash through that word, too.

When the timer sounds, draw a circle around the last word the student read.

Are there any questions?

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

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


17 Laura Ingalls Wilder is a famous author. She wrote children's books about pioneer life in the late
 35 19th Century. Laura was born in 1867 in a log house in Wisconsin. She was the second daughter
 52 of Charles and Caroline Ingalls. Laura had an older sister named Mary. They were very close. The
 67 Ingalls family moved frequently. They went wherever their father could find a job. Shortly after
 85 Laura's birth, the family moved to Missouri. A few years later, they moved to Kansas to start their
 102 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 The girls were happy to be there, but their father longed to farm again. So, four years later, in
 128 1874, the family moved to Walnut Grove, Minnesota. They built a house and farmed the land. The
 145 three girls had many adventures there. But the family suffered many tragedies as well. During their

TALA Version 2.0 ©2010 University of Texas System/Texas Education Agency 17

Slide 17—Administering the Passage Reading Fluency Subtest: *WE Do* (cont.)

Follow along as I read aloud the directions from your examiner packet cover page: “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. The title of this passage is ‘Laura.’”

 Click the icon to play the audio recording. A 5-second pad precedes the reading for participants to practice starting their timers with the first word.

Model providing the word “Ingalls” to the student in the first line after he struggles to pronounce it for 3 seconds.

Model redirecting the student to the seventh line “they left Kansas...” when he skips down to “the girls were happy...” after reading the word “13.”

Notes continue on the next page.

When the audio file has ended, click to make all slash marks or insertions appear on the screen. Use your laser pointer to indicate the errors as you review how you scored the student’s reading of the passage.

Now, take a moment to compare how you marked “Laura” with my scoring.

Use your laser pointer to indicate the errors as you review how you scored the student’s reading of the passage.

The student struggled to pronounce *Ingalls* in the first sentence. You heard me provide that word to him and, then, he continued reading. He said *arthur* instead of *author* in that same sentence. In the next sentence, he said *writes* instead of *wrote*. In the third line, he mispronounced *Ingalls* and then inserted the words *who was* in the following sentence. In the fourth line, he omitted the word *Ingalls* and omitted the ending on *wherever* when he said *where*. In the sixth line, he suddenly skipped down to the eighth line after reading the word *13*. You heard me redirect him to the line he had not finished, and I marked the beginning of the portion he skipped with a slash. He then omitted the word *and* and inserted the word *to* before omitting the ending on *returned* when he read *to return to...* All together, there are nine slash marks. We do not count the insertions as errors, so this student made nine errors on the passage.

When the timer sounded, he had finished the word *again* in line 8, so I circled that word. The numbers in the left margin are a running tally of the words in the passage. When the student started reading line 8, he had already read 109 words. He stopped reading on *again*, so we count over from 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123. The word *again* in line 8 is the 123rd word.

Notice that the student read past the shaded word *moved*. This is the 80th word in the passage, and it indicates to the tester that the student’s retell must be carefully transcribed on the Record Sheet. Turn to the Record Sheet, on Handout 2, page 2.

Additional Information for the Presenter

All acceptable pronunciations of words are counted as correct. For example, “Caroline” may be pronounced with either a long or short “i” sound.

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 . . . Wisconsee. And . . . uh . . . Carol was another . . . was a young author.”
- Follow-up prompt:
“Do you remember anything else?”

TALA

Version 2.0 ©2010 University of Texas System/Texas Education Agency 18

Slide 18—Administering the Passage Reading Fluency Subtest: *WE Do* (cont.)

Always give both retell prompts, regardless of whether the student read past the shaded word. Flip the student’s packet back to the cover page to conceal the text and read the initial prompt:

Read the first bullet.

Because our student read past the 80th word, you would record his retell on the Record Sheet under Passage 1. His retell, seen here, is transcribed:

Read the second bullet.

If our student had not read past the 80th word, you would not record his retell. In either case, use the follow-up prompt (“Do you remember anything else?”) until the student can recall no more information.

I/WE/YOU DO adapted with permission from Archer et al., 1988.

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

Passage 1 <i>Laura</i>			
Last word read	<i>again</i>	Word number	<i>123</i>
A Time in seconds	<i>60</i>	Number of errors	<i>9</i>
		B Number of words read correctly	<i>114</i>
		(60 x B) ÷ A = Words correct per minute (WCPM)	<i>114</i>
Ⓢ EQUATED SCORE			
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 x number of words read correctly) / time in seconds
- Example: (60 x 50 words) / 57 seconds = 52.63, or 53 WCPM

Slide 19—Administering the Passage Reading Fluency Subtest: *WE Do* (cont.)

After giving the prompts and possibly recording the retell, proceed to the next passage. Do not record the remaining data on the Record Sheet until you have administered all passages and, in some cases, the word lists. These steps can be done without the student present.

We will pause now, however, to learn how the data from our student's reading of "Laura" will be recorded after testing. Turn back to page 2 of Handout 2, the Record Sheet. The information on this reading of "Laura" has been filled in for us.

On the first line of the scoring box, you see spaces to record the actual word on which the student stopped, as well as the word's number. When we counted over to that word on the passage, we determined it was word 123. The second row of the table is for the amount of time the student read the passage. Our student read for the full 60 seconds. Next to that information, we record the number of errors the student made. When we counted the slashes we made on the passage, the

Notes continue on the next page.

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

Passage 1 <i>Laura</i>			
Last word read	<i>again</i>	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
		ⓐ EQUATED SCORE	
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 x number of words read correctly) / time in seconds
- Example: (60 x 50 words) / 57 seconds = 52.63, or 53 WCPM

DUPLICATE SLIDE

TALA

Version 2.0 ©2010 University of Texas System/Texas Education Agency 19

student had nine errors. If we subtract the errors from the total number of words read, we get the number of words read correctly, or 114.

Because of the 1-minute time limit, the WCPM is typically the same as the number of words read correctly. However, it is possible that a student reads for less than a minute, whether finishing an entire passage or refusing to continue reading. When a student reads for less than 1 minute, you will need to calculate the WCPM. The formula is provided in your scoring box. Let's take a moment to review.


The example on this slide shows a student who refused to continue after reading for 57 seconds. We still calculate the words read correctly by subtracting his errors from the total number of words he read. In our example, the number of words read correctly is 50. This number is multiplied by 60, and the product is divided by the number of seconds the student read. Therefore, we multiply 60 by 50, divide by 57, and get 52.3. The student read about 53 WCPM.

Please note that you will use this formula only when a student reads for less than 60 seconds. No student should be allowed to read for more than 60 seconds.


Leave the remaining boxes blank for now. We will discuss those items in the next module, on interpreting the results.

I/WE/YOU DO adapted with permission from Archer et al., 1988.

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.


Version 2.0 ©2010 University of Texas System/Texas Education Agency 20

Slide 20—Administering the Passage Reading Fluency Subtest: *YOU Do*

What is the next passage in our packet to be administered at grade 7 BOY?

Answer: “A Wonderful Friendship.”

“A Wonderful Friendship” begins on page 6 of Handout 2. This passage will be a little more challenging than “Laura.” I will give you 1 minute to familiarize yourself with “A Wonderful Friendship.”

Start the timer. Stop participants when the timer sounds.

Again, what are the four elements we should have on hand for the testing session?

Answers: a pen/pencil, a timer, the student packet, and the examiner packet. Participants will not need the student packet for this particular activity, though they will use it when administering the test.

When I start the audio recording, you will hear the same student reading “A Wonderful Friendship.” Practice marking his errors with a slash as you follow along on Handout 2. Errors include mispronunciations, substitutions, reversals,

Notes continue on the next page.

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.

DUPLICATE SLIDE


TALA Version 2.0 ©2010 University of Texas System/Texas Education Agency 20

skips, and alterations of numerals. Hesitations—pausing or struggling to sound out words—lasting 3 seconds also count as errors; watch your timer and provide the word after 3 seconds have elapsed. Insertions do not count as errors; write the inserted words above the line in which they were made. If our student skips an entire line, redirect him to the start of that line and count only the first word as an error.

Please rotate the timer to the next person at your table. Set the timer for 1 minute. Start it when the student reads the first word.

Because the student has already heard the full directions once, you will not have to repeat them. Instead, ask the student to turn to the next passage, and say: “Now try this passage.” Read the title of the passage aloud before saying, “Ready? Begin.” I will demonstrate for you before we start:

“Now try this passage: ‘A Wonderful Friendship.’ Ready? Begin.”

 *Click the icon to play the audio recording. A 5-second pad precedes the reading for participants to practice starting their timers with the first word.*

Notes continue on the next page.

When the student hesitates for 3 seconds on the word “inability” in the fifth line, model providing the word.

Additional Information for the Presenter

You may choose to allow participants another opportunity to listen to the recording if time permits.

I/WE/YOU DO adapted with permission from Archer et al., 1988.

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

17	Helen Keller was a young girl who couldn't see or hear. Alexander Graham Bell was the famous
32	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	Helen Keller was born in 1880. When she was a baby, she lost her sight and hearing. Because
59	of her inability to hear, she did not learn how to speak. Even so, it was clear that she was an
80	intelligent child and was eager to learn. Keller's family did everything they could to find a way to
98	educate her.
100	When Helen Keller was six years old, her parents took her to see Alexander Graham Bell. He was
118	very well known for his inventions. He was also a teacher of deaf people. He considered teaching to be
136	his most important work.
140	Alexander Graham Bell recognized Keller's intelligence. At his suggestion her parents hired a private teacher named
154	Anne Sullivan. She worked with Keller every day. Through her persistence Sullivan was able to

TALA

Version 2.0 ©2010 University of Texas System/Texas Education Agency 21

Slide 21—Administering the Passage Reading Fluency Subtest: *YOU Do* (cont.)

Let's check how you marked the passage "A Wonderful Friendship." Your first page of the passage should look something like this.

Use your laser pointer to indicate the errors as you describe them.

In the first line, the student read *couldn't* as *could not*. This is marked as an error on *couldn't* for omitting the ending, and the insertion *not* is recorded above the line. Remember, insertions do not count as errors when we tally the results.

The student also mispronounced *Graham* as *Gray-am* in that line, and he said *a* instead of *the*. In the second line, he omitted the word *not*. In line 3, he reversed the words *together* and *they*. This is marked as an insertion of *they* before the word *together* and a deletion of *they* after the word. In line 5, the student hesitated on *inability* and was provided the word. He also skipped the word *how*. In line 6, he said *her* instead of *Keller's*. In line 8, he altered the numeral *six* when he said *sixteen*. In line 9, he inserted the word *very* before the word *well* and said *for* instead of *of*.

Notes continue on the next page.

In line 10, he read *the* instead of *his*. On the last line the student read, he inserted the words *Alexander Graham* before ending on *Bell*.

How many words did you draw a slash through on this page?

Answer: 11.

Did the student self-correct any words?

Answer: No.

How many insertions did he make?

Answer: 5 words.

Did he skip any lines?

Answer: No.

How many total words did he read on this page?

Answer: 141.

How many total errors would you subtract from that?

Answer: 11.

What is his WCPM?

Answer: 130.

Do we continue to the comprehension retell?

Answer: Yes, we always deliver both retell prompts.

Do we need to record the retell?

Answer: Yes, because he read past the shaded word.


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

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

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
		$(60 \times \mathbf{B}) \div \mathbf{A} = \text{WCPM}$	130
		C EQUATED SCORE	
Comprehension Retell	<i>This young girl couldn't hear, and they went to this scientist who helped her to see if she could talk or hear. And she couldn't even talk, and he might do sign language.</i>		

“Do you remember anything else?”


Version 2.0 ©2010 University of Texas System/Texas Education Agency
22

Slide 22—Administering the Passage Reading Fluency Subtest: *YOU Do* (cont.)

Flip the student’s packet back to the cover page to conceal the text; then read the prompt:

Read the initial prompt and the student’s retell.


After recording the retell and prompting the student until he or she can recall no more, proceed to the next passage. When actually administering the test, wait to record the remaining data on the Record Sheet until you have administered all passages and word lists.

We will pause now, however, to see how the data from the student’s reading of “A Wonderful Friendship” would later be recorded. Take a moment to record the information under Passage 2 on the Record Sheet. Leave the equated score and the remaining retell boxes blank for now. We will discuss those items in the next module, on interpreting the results.


Allow 30 seconds. Then click the slide to reveal the remaining data. Review the answers with participants.

I/WE/YOU DO adapted with permission from Archer et al., 1988.

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.


Version 2.0 ©2010 University of Texas System/Texas Education Agency 23

Slide 23—Administering the Passage Reading Fluency Subtest: *YOU Do* (cont.)

What is the third and final passage to be administered for grade 7 BOY?

Answer: “Spreading Wildflowers”.

“Spreading Wildflowers” begins on page 8 of Handout 2. Like the previous passage, this one will be a little more challenging than “Laura.” I will give you 1 minute to familiarize yourself with this passage.

Start the timer. Stop participants when the timer sounds.

What other materials do we need before we begin?

Answers: a pen/pencil, a timer, the student packet, and the examiner packet. Participants will not need the student packet for this particular activity, though they will use it when administering the test.


When I start the audio recording, you will hear the same student reading

Notes continue on the next page.

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.

DUPLICATE SLIDE


Version 2.0 ©2010 University of Texas System/Texas Education Agency 23

“Spreading Wildflowers.” Please practice marking his errors with a slash as you follow along on Handout 2. Errors include mispronunciations, substitutions, reversals, skips, and alterations of numerals. Hesitations—pausing or struggling to sound out words—lasting 3 seconds also count as errors; watch your timer and provide the word when 3 seconds have elapsed. Insertions do not count as errors; write the inserted words above the line where they were made. If our student skips an entire line, redirect him to the start of that line and count only the first word as an error.

Please rotate the timer to the next person at your table. Start it when the student reads the first word.

As before the previous passage, you will not have to repeat the full directions. Instead, ask the student to turn to the next passage, and say: “Now try this passage.” Read the title of the passage aloud before saying, “Ready? Begin.” I will demonstrate for you before we start:

“Now try this passage: ‘Spreading Wildflowers.’ Ready? Begin.”

Notes continue on the next page.



Click the icon to play the audio recording. A 5-second pad precedes the reading for participants to practice starting their timers with the first word. When the student hesitates for 3 seconds on the first word, “Claudia,” model providing the word.

Additional Information for the Presenter

You may choose to allow participants another opportunity to listen to the recording if time permits.

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

TALA Version 2.0 ©2010 University of Texas System/Texas Education Agency 24

Slide 24—Administering the Passage Reading Fluency Subtest: *YOU Do* (cont.)

Let's check how you marked the passage "Spreading Wildflowers." Your first page of the passage should look something like this.

Use your laser pointer to indicate the errors as you describe them.

The student hesitated for 3 seconds on the name *Claudia* in the first line. Then, he mispronounced *Karnack* as *Carmack*. In line 2, he reversed the words *Lady* and *Bird*. *Bird* is, therefore, recorded as an insertion before *Lady* and as a skipped word after *Lady*. Remember, insertions do not count as errors when we tally the results, so the student is not penalized twice for the reversal.

The student also skipped the word *lifelong* in line 2. He then omitted the ending on *throughout* when he said *through* in line 3 and skipped the word *has*. In line 4, he reversed the words *grow* and *naturally*. Again, this is marked as an insertion before *grow* and a skip after *grow*. In line 5, the student altered the numeral *1929* when he read *1992*. In line 6, he said *moved* instead of *mowed*. In line 7, he

Notes continue on the next page.

omitted the ending on *countryside* when he read *country*. In line 8, the student said *UT* rather than *University of Texas*. This is counted as an insertion of *UT* and a skip of *University, of, and Texas*. In line 9, the student mispronounced *Lyndon* as *Lidon*. He did that again in line 10 before stopping on the word *President*.

Some of you thought the student said *1864* for the numeral *1964* in line 10. He did not, but had you recorded that as an error, it would not have a big impact on the interpretation of his results. We will examine this more closely in the next module.

How many words did you draw a slash through on this page?

Answer: 15. If the participants counted "1964" as an error, it would be 16.

Did the student self-correct any words?

Answer: No.

How many insertions did he make?

Answer: 3 words.

Did he skip any lines?

Answer: No.

How many total words did he read on this page?

Answer: 141.

How many total errors would you subtract from that?

Answer: 15. Participants who counted "1964" as an error will subtract 16.

What is his WCPM?

Answer: 126. Participants who counted "1964" as an error will have 125 WCPM.

Do we continue to the comprehension retell?

Answer: Yes, we always deliver both retell prompts.

Do we need to record the retell?

Answer: Yes, because he read past the shaded word.

I/WE/YOU DO adapted with permission from Archer et al., 1988.


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	141
A Time in seconds	60	Number of errors	15
		B Number of words read correctly	126
		$(60 \times B) \div A = \text{WCPM}$	126
		Ⓒ EQUATED SCORE	
Comprehension Retell	<i>This girl named Claudia was born in 1972, I think, and she was like...she liked the flowers. And they were waiting for the flowers to grow, and some people wanted to mow it.</i>		

“Do you remember anything else?”


Version 2.0 ©2010 University of Texas System/Texas Education Agency
25

Slide 25—Administering the Passage Reading Fluency Subtest: *YOU Do* (cont.)

Flip the student’s packet back to the cover page to conceal the text; then read the initial prompt:

Read the initial prompt and the student’s retell. Model asking the follow-up prompt.

Let’s see how the data from the student’s reading of “Spreading Wildflowers” would later be recorded. Take a moment to record the information under Passage 3 on the Record Sheet. Leave the equated score and remaining retell boxes blank for now. We will discuss those items in the next module, on interpreting the results.

Allow 30 seconds. Then click the slide to reveal the remaining data. Review the answers with participants.

This student is reading rather fluently for someone in an intervention class and yet he never made it past the first page of any passage. The average WCPM for a middle school student is around 150. Although the passages in the TMSFA are usually two to three pages long, it is probably not necessary to print or duplicate all pages for the purposes of testing.

I/WE/YOU DO adapted with permission from Archer et al., 1988.

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.

Slide 26—Determining Whether to Administer the Word Reading Fluency Subtest

For many of your students, the administration of the TMSFA will end after the third passage of the Passage Reading Fluency subtest. However, you will notice that some students exhibited more difficulty with the passages. Those who read two or three passages so slowly and laboriously as to not finish at least 80 words in the 60-second time limit should be administered the Word Reading Fluency subtest. These are the students for whom you did not record the main idea responses. The time saved in not transcribing the main idea statements will now be used for administering the word lists.

In addition to slow and laborious reading, you may be concerned about a pattern of errors a student is making. For example, the student may have consistently omitted the endings on words or may have consistently mispronounced words with a particular vowel combination. Administering the Word Reading Fluency subtest can provide you with additional information on how the student is processing individual words.

Notes continue on the next page.

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.

TALA

Version 2.0 ©2010 University of Texas System/Texas Education Agency 26

DUPLICATE
SLIDE

The administration of one or both subtests is optional. Therefore, your decision about whether to continue testing a student should be driven by each student's performance. You can use the guiding questions on this slide to assist you in making that decision.

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

Slide 27—Entry Points for Testing: Word Reading Fluency

If you decide to administer the Word Reading Fluency subtest, you will do so immediately after completing the Passage subtest. For this reason, you should have the materials and procedures for both subtests prepared every time you administer the TMSFA.



Ask participants to turn to **Handout 4: Entry Points for Word Reading Fluency**.

All word lists administered at BOY, MOY, and EOY are the same for grades 6, 7, and 8. In other words, the easy word list for BOY grade 6 is the same as the easy word list for BOY grades 7 and 8. Because 1 year separates administrations of each list, scores will not be influenced by practice effects.

To ensure a year separation between administrations, use the lists in the alternative entry time points for students who enter your school system between the usual assessment time points.

Notes continue on the next page.

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

**DUPLICATE
SLIDE**

TALA

Version 2.0 ©2010 University of Texas System/Texas Education Agency 27

Difficulty is relatively the same within each band of easy, moderate, and challenging lists. So, for example, Word List 4 should not be considered more difficult than Word List 1, 2, or 3.

Please note that Word Lists 6, 7, 13, 14, 20, and 21 are not used for the assessment, but can be used to help students understand the directions for the subtest or to help you practice administering the subtest. These lists, found in a separate file on your TMSFA CD, do not have the equated scores necessary for monitoring progress.

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 ÷ \square) ÷ \square = Words correct per minute (WCPM)	
EQUATED SCORE	

Moderate Word List 8

Last word read	Word number
Time in seconds	Number of errors
Number of words read correctly	
(60 ÷ \square) ÷ \square = Words correct per minute (WCPM)	
EQUATED SCORE	

Challenging Word List 15

Last word read	Word number
Time in seconds	Number of errors
Number of words read correctly	
(60 ÷ \square) ÷ \square = Words correct per minute (WCPM)	
EQUATED SCORE	

Total equated scores (add all #s)	
Divide by 3 for AVERAGE EQUATED SCORE	

TALA

Version 2.0 ©2010 University of Texas System/Texas Education Agency 28

Slide 28—Preparing to Administer the Word Reading Fluency Subtest

The examiner and student packets of the Word Reading Fluency subtest are arranged much like the Passage packets on the TMSFA CD. You will need only **one copy of the student packet**, which can be reused with all students at the same grade level and testing point. The number of **examiner packets** needed depends on the number of students tested. Because you will mark up your examiner copy when testing, you will need **one copy per student**.



Let's look at the examiner packet now. Turn to **Handout 5: Word Reading Fluency Subtest: BOY Examiner's Packet**.

On the cover page, you will see the three word lists used at this entry point, as well as directions to the student, which we will review in a moment.

On page 2, you will find the Record Sheet. This requires minimal preparation before you administer the test. Turn to page 2 now. The Record Sheet in your examiner packet will be blank, like the version on the slide; today we will use this partially filled-in handout version as a model.

Notes continue on the next page.

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 ÷ \square) ÷ \square = Words correct per minute (WCPM)	
EQUATED SCORE	

Moderate Word List 8

Last word read	Word number
Time in seconds	Number of errors
Number of words read correctly	
(60 ÷ \square) ÷ \square = Words correct per minute (WCPM)	
EQUATED SCORE	

Challenging Word List 15

Last word read	Word number
Time in seconds	Number of errors
Number of words read correctly	
(60 ÷ \square) ÷ \square = Words correct per minute (WCPM)	
EQUATED SCORE	

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

DUPLICATE SLIDE

TALA

Version 2.0 ©2010 University of Texas System/Texas Education Agency 28

Before administering the test, fill out the student's name. To save time in testing, you may choose to fill out the other data on the top portion afterward. Keep this sheet handy, as you will return to it several times during testing.

Following the Record Sheet, you will find the three BOY word lists for testing: easy, medium, and difficult.

Please turn back to the first page of Handout 5.

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.”

Slide 29—Administering the Word Reading Fluency Subtest: *I Do*

Place a copy of the student packet in front of the student with the cover page on top.

Have your examiner packet (Handout 5) in front of you, cover page on top, and read aloud the first paragraph of directions word-for-word.

You may choose to briefly reveal the student’s word list as you read the first two sentences of the directions, but do not let the student continue to look at the list.

Read the directions on the slide.

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

Slide 30—Administering the Word Reading Fluency Subtest: *I Do* (cont.)

Set your timer for 1 minute. When the student is ready to begin, turn or remove the student’s cover page. **Start the timer when the student says the first word.** As the student reads, **draw a slash mark through words the student reads incorrectly.**

Review the types of errors listed in the second bullet.

The errors on the Word Reading Fluency subtest are more straightforward than on the Passage subtest. There will be no reversals of whole words, insertions of words, or numerals that might be altered. Either the student reads the word correctly, or he/she does not. Students may self-correct their errors, in which case you would write “SC” above your slash mark. Self-corrections do not count as errors when you tally the results.

The most difficult element of scoring on the word lists will be in pronouncing the proper nouns. Some unusual names will be found on the more challenging word lists, so review all the words prior to administering the test for the first time. We will see examples of these words as we practice administering the test.

I/WE/YOU DO adapted with permission from Archer et al., 1988.

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.

Slide 31—Administering the Word Reading Fluency Subtest: / Do (cont.)


Keep your timer in view. To prevent students from getting bogged down on a word, allow only **3 seconds of hesitation**. Do not provide the word as you did in the Passage subtest; words on these lists are decontextualized and do not repeat, so providing the word will only take up the student’s reading time. Instead, after a student hesitates for 3 seconds, **mark the word as an error** and **tell the student to “Go on.”**

The raw score of the test is determined by the number of words the student is able to read correctly in 60 seconds. When time is up, **tell the student to “Stop,”** and then, on your copy of the word list, **draw a circle around the last word the student read.**

Because you are testing only students who failed the state reading assessment and who read very slowly on the Passage Reading Fluency subtest, it will probably be rare to have a student finish all 147–150 words in a minute. However, if a student does read all the words on a given list in less than 60 seconds, record the time on the Record Sheet.

Notes continue on the next page.

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.

DUPLICATE SLIDE

TALA Version 2.0 ©2010 University of Texas System/Texas Education Agency 31

Alternatively, the student may **refuse** to continue reading or say that he/she does not know any of the words. When this happens, **direct the student to “Look over the whole list to see whether you can read any more words.”** Score those as you normally would. If the student can read no more words, **circle the last word read and record the time.**

After you have completed the administration of one word list, immediately prepare to administer the next list. Reset your timer for 1 minute. Turn the student’s packet to the next list and say: “Now try this list. Ready? Begin.” (These directions are on the examiner’s cover page.)

Start your timer when the student reads the first word. Then follow the same directions for recording words read incorrectly, prompting after hesitations of 3 seconds, and recording where and/or when the student stopped.



Video: Administering the TMSFA: Word Reading Fluency (2:22)

This video shows a teacher administering the Word Reading Fluency subtest. As you watch, pay attention to how the teacher has prepared the materials and structured the administration of the assessment. Do not mark your copy

Notes continue on the next page.

of the word list yet. For now, concentrate on how the teacher manages the administration of the assessment.

Click the icon to play the video.

Take a moment to reflect on the video with someone at your table. Consider how the teacher has prepared for the test administration, created a positive but efficient environment, and planned for doing after the one-on-one time with the student is complete.

Allow 1 minute for table discussion. Reconvene the whole group.

What has the teacher prepared prior to sitting down with the student?

Call on participants. Acknowledge and repeat/rephrase responses.

How does the teacher keep the testing time to a minimum but still maintain a positive, supportive environment?

Call on participants. Acknowledge and repeat/rephrase responses.

What does the teacher do after the testing time with the student?

Call on participants. Acknowledge and repeat/rephrase responses.

Suggested responses:

- *Had a binder with all the word lists in protective covers*
- *Concealed the list the student would read*
- *Organized his papers*
- *Kept his papers bent toward himself so that the student could not see what he was marking*
- *Provided encouragement to the student*
- *Prompted the student to move to the next word in a neutral way*
- *Set the timer in preparation and then started it when the student said the first word*
- *Moved immediately to the next list*
- *Waited to do calculations until after the testing session with the student had ended*

I/WE/YOU DO adapted with permission from Archer et al., 1988.

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.

Slide 32—Administering the Word Reading Fluency Subtest: *WE Do*

To practice scoring the Word Reading Fluency subtest, you will listen to a seventh-grade student at the beginning of the school year. According to your BOY examiner's packet, what is the easy word list we will administer?

Answer: Word List 1.

Turn to Word List 1 on Handout 5, page 3. Notice that your examiner's version has the entry point and difficulty level information in the heading. The student version does not have this information, but is otherwise identical in content.

It will be helpful to familiarize yourself with the list before you administer it for the first time. Let's take that opportunity now. I will give you 1 minute to look over Word List 1. Ready? Begin.

Start the timer. Stop participants when the timer sounds.

You may have noticed that words 30 and 33 on this list have two possible pronunciations: "woond" or "wownd" and "root" or "rowt." All acceptable pronunciations will be counted as correct on this subtest.

Notes continue on the next page.

Now, what are the four elements we need for our testing session?

Answers: a pen/pencil, a timer, the student packet, and the examiner packet.

You will not need the student packet for the activities in this module, though you will use it when testing.

Please rotate the timer to the next person at your table. Set the timer for 1 minute. Start it when the student reads the first word.

When we begin the audio recording, everyone will follow along and mark their copy of Word List 1. Draw a slash through the words he reads incorrectly or skips. If he hesitates for 3 seconds, practice prompting the student to go on. Draw a slash through that word, too. When the timer sounds, draw a circle around the last word the student read.


Are there any questions?

Additional Information for the Presenter


The student on the audio recording for the Word Reading Fluency subtest is the same as the student who read the passages. He was asked to read the word lists a certain way in order to allow TALA participants to practice the administration and scoring procedures. Had he been in a real testing situation, his session likely would have stopped after the Passage Reading Fluency subtest.

I/WE/YOU DO adapted with permission from Archer et al., 1988.

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



1 GUESS	14 WING	27 STAY
2 INDIA	15 DIM <i>dime</i>	28 BIRDS
3 ADMIT	16 MAYBE	29 WIRE
4 GROWS	17 COAST <i>coat</i>	30 WOUND <i>wand</i>
5 VOICE <i>(hes.)</i>	18 SLEPT <i>sleep</i>	31 ADD
6 BURST <i>burts</i>	19 LIES	32 SINK
7 GAME	20 COACH <i>coke</i>	33 ROUTE <i>(hes.)</i>
8 DIRT	21 COAT	34 HALL <i>hale</i>
9 THICK	22 DYING	35 TRUTH
10 ADULT <i>a-dent</i>	23 TYPE <i>teepee</i>	36 SIZES
11 CATS	24 AVOID	37 FLAT
12 ADAM	25 PILE	38 LINES
13 BABY	26 SEVEN	


Version 2.0 ©2010 University of Texas System/Texas Education Agency 33

Slide 33—Administering the Word Reading Fluency Subtest: *WE Do* (cont.)

Follow along as I read aloud the directions from the cover page of your examiner’s packet: “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. Ready? Begin.”



Click the icon to play the audio recording. A 5-second pad precedes the reading for participants to practice starting their timers with the first word.

Model prompting the student to “go on” when he hesitates on word 5, “voice,” and word 33, “route.”

The student keeps reading past the 1 minute, so model telling him to stop. The timer should sound at word 34, but the student will continue to word 38.

Notes continue on the next page.

Now, take a moment to compare how you marked Word List 1 with my scoring. Once you have more practice administering the Word Reading Fluency subtest, you may want to record exactly what the student said when he made the error.

Click to make all slash marks and text boxes appear.

Use your laser pointer to indicate the errors as you review how you scored the student's reading of the passage.

The student hesitated for 3 seconds on word 5. He reversed the *t* and *s* in the final consonant blend on word 6. He altered the second syllable on word 10. He made the closed syllable on word 15 into a vowel-consonant-*e* syllable. He did not pronounce the consonant blend at the end of word 17. He made the closed syllable in word 18 into a vowel pair syllable with no final blend. He did not pronounce the consonant digraph at the end of word 20, but instead made the word into a vowel-consonant-*e* syllable. He did not pronounce the vowel *y* with the long sound in the vowel-consonant-*e* syllable on word 23. He mispronounced the vowel pair on word 30, but did get the final blend correct this time. He hesitated for 3 seconds on word 33, and the timer sounded after he read the closed syllable in word 34 with a long vowel.

If you are unfamiliar with the syllable types just mentioned, they will be explained in detail in Unit 5, Module 1: Identifying Syllable Structures. For now, it is sufficient to know that the student made errors in reading the words marked with a slash.

How many total words did the student read in 1 minute?

Answer: 34.

How many errors did he make?

Answer: 11.

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

Easy Word List 1			
Last word read	<i>hall</i>	Word number	34
A Time in seconds	60	Number of errors	11
		B Number of words read correctly	23
		$(60 \times \mathbf{B}) \div \mathbf{A} = \text{Words correct per minute (WCPM)}$	23
		EQUATED SCORE	

- 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:
 - $(60 \times 30 \text{ words}) / 55 \text{ seconds} = 32.7$, or 33 WCPM

Slide 34—Administering the Word Reading Fluency Subtest: *WE Do* (cont.)

When you actually administer the assessment, you will continue to the next word list. We will pause now, however, to learn how the data from our student's reading of Word List 1 will be recorded after testing. Turn back to page 2 of Handout 5, the Record Sheet. The information on this reading of Word List 1 has been filled in for us.

Use your laser pointer to indicate the information from the first table.

The first row has a place to record the actual word on which the student stopped, as well as the word's number. The second row of the table has the amount of time the student read the passage. Our student read for the full 60 seconds. Next to that information, we record the number of errors the student made. When we counted the slashes we made on Word List 1, the student had 11 errors. If we subtract the errors from the total number of words read, we get the number of words read correctly, or 23.

Notes continue on the next page.

Because of the 1-minute time limit, the WCPM is typically the same as the number of words read correctly. However, it is possible that a student reads for less than a minute, whether finishing an entire passage or refusing to continue reading. When a student reads for less than 1 minute, you will need to calculate the WCPM. The formula is provided in your scoring box. Let's take a moment to review.


The example on the last line of this slide shows a student who refused to continue after reading for 55 seconds. We still calculate the words read correctly by subtracting his errors from the total number of words he read. In our example, the number of words read correctly is 30. This number is multiplied by 60, and the product is divided by the number of seconds the student read. Therefore, we multiply 60 by 30, divide by 55, and get 32.7. The student read about 33 WCPM.

This formula is provided three-quarters of the way down your Record Sheet. Please note that you will use the formula only when a student reads for less than 60 seconds. No student should be allowed to read for more than 60 seconds.


Leave the equated score blank for now. We will discuss that item in the next module, on interpreting the results.

I/WE/YOU DO adapted with permission from Archer et al., 1988.

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.


Version 2.0 ©2010 University of Texas System/Texas Education Agency 35

Slide 35—Administering the Word Reading Fluency Subtest: *YOU Do*

According to our BOY examiner’s packet, which word list is next?

Answer: Word List 8.

Turn to Handout 5, page 4: Word List 8. This is the moderate word list administered to students in grades 6–8 at the BOY time point. I will give you 1 minute to familiarize yourself with this list.

Start the timer. Stop participants when the timer sounds.

Again, what are the four elements we need for our testing session?

Answers: a pen/pencil, a timer, the student packet, and the examiner packet. Participants will not need the student packet for this particular activity, though they will use it when administering the test.

When I start the audio recording, you will hear the same student reading Word List 8. Practice marking his errors with a slash as you follow along. Errors include mispronunciations, substitutions, reversals, and skips. Hesitations—pausing or


Notes continue on the next page.

struggling to sound out words—lasting 3 seconds also count as errors; watch your timer and prompt the student to skip the word when 3 seconds have elapsed.

Please rotate the timer to the next person at your table. Set the timer for 1 minute. Start it when the student reads the first word.

Because the student has already heard the full directions once, you will not have to repeat them. Instead, ask the student to turn to the next list, and say: “Now try this list.” I will demonstrate for you before we start:

“Now try this list. Ready? Begin.”

 Click the icon to play the audio recording. A 5-second pad precedes the reading for participants to practice starting their timers with the first word.

When the student hesitates for 3 seconds on word 23, “Europeans,” model prompting the student to “go on.”

Additional Information for the Presenter

You may choose to allow participants another opportunity to listen to the recording if time permits.

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

1. GREEKS <i>geeks</i>	14. DETERMINE <i>de...ter-mine</i>	27. SERIES
2. CONCERN	15. BREAKFAST	28. TISSUE <i>sit-sue</i>
3. OXYGEN <i>ex-o-gen</i>	16. MARKET	29. STEADILY <i>steady</i>
4. COTTON	17. NIGHTS <i>nie-gets</i>	30. TRAVELED
5. ATLANTIC	18. SPIRITS	31. SOMEBODY
6. MARTIN	19. PEOPLE'S	32. CONTAIN <i>cuhn-tan</i>
7. FEMALE	20. EARTH'S	33. GRADUALLY
8. COMFORTABLE <i>comforting</i>	21. COLONY	34. GATHERING
9. ANNOUNCED <i>announce</i>	22. HUSBAND	35. YESTERDAY
10. HIGHEST	23. EUROPEANS <i>(hes.)</i>	36. CREATURE
11. POINTS	24. HUNDREDS <i>husbands</i>	37. CARVED
12. CHOICE	25. INSECTS	38. MEMBER
13. PROPERLY <i>proper</i>	26. WILLIAM	

Version 2.0 ©2010 University of Texas System/Texas Education Agency 36

Slide 36—Administering the Word Reading Fluency Subtest: *YOU Do* (cont.)

Let's check how you marked Word List 8. In addition to the marked errors, this slide includes how the student actually read those words. As you develop your skill in administering the Word Reading Fluency subtest, you will be able to make these types of notations for use in interpreting the results. For now, it is sufficient to simply mark the errors with a slash.

Use your laser pointer to indicate the errors as you describe them.

On word 1, the student did not pronounce the initial consonant blend. On word 3, he seemed to reverse the initial letters. He altered the ending on word 8 and left off the ending on words 9 and 13. In struggling with the multiple syllables in word 14, the student pronounced the final irregular syllable as a though it were a standard vowel-consonant-*e* syllable. On word 17, the student mispronounced the *-igh*, and he hesitated for 3 seconds on word 23. Both of those words involve complex phonics. He substituted the word *husbands* for word 24 and reversed the consonants in the first syllable of word 29. On word 29, the student

Notes continue on the next page.

mispronounced the ending. He ended on word 32, in which he substituted the vowel pair in the second syllable with the short-*a* sound.

How many words did you draw a slash through on this page?

Answer: 12.

Did the student self-correct any words?

Answer: No.

How many total words did he read on this page?

Answer: 32.

How many total errors do you subtract from that?

Answer: 12.

What is his WCPM?

Answer: 20.

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

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

Slide 37—Administering the Word Reading Fluency Subtest: *YOU Do* (cont.)


When you actually administer the assessment, you will continue to the next word list. We will pause now, however, to learn how the data from our student's reading of Word List 8 will be recorded after testing. Turn back to page 2 of Handout 5, the Record Sheet.

Take a moment to record the information in the appropriate table. Leave the equated score blank for now. We will discuss that item in the next module, on interpreting the results.

Allow 30 seconds. Then click the slide to reveal the remaining data. Review the answers with participants.

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.


Version 2.0 ©2010 University of Texas System/Texas Education Agency 38

Slide 38—Administering the Word Reading Fluency Subtest: *YOU Do* (cont.)

According to the BOY examiner's packet, what is our final word list?

Answer: Word List 15.

Turn to Handout 5, page 5: Word List 15. This is the challenging word list administered to students in grades 6–8 at the BOY time point. I will give you 1 minute to familiarize yourself with this list.

Start the timer. Stop participants when the timer sounds.

Again, what are the four elements we need for our testing session?

Answers: a pen/pencil, a timer, the student packet, and the examiner packet. Participants will not need the student packet for this particular activity, though they will use it when administering the test.


When I start the audio recording, you will hear the same student reading Word List 15. Mark his errors with a slash as you follow along. Errors include

Notes continue on the next page.

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.

DUPLICATE SLIDE



Version 2.0 ©2010 University of Texas System/Texas Education Agency 38

mispronunciations, substitutions, reversals, and skips. Hesitations—pausing or struggling to sound out words—lasting 3 seconds also count as errors; watch your timer and prompt the student to skip the word when 3 seconds have elapsed.

Please rotate the timer to the next person at your table. Set the timer for 1 minute. Start it when the student reads the first word.

To begin, ask the student to turn to the next list, and say: “Now try this list.” I will demonstrate for you before we start:

“Now try this list. Ready? Begin.”

 *Click the icon to play the audio recording. A 5-second pad precedes the reading for participants to practice starting their timers with the first word.*

When the student hesitates for 3 seconds on word 20, “estuary,” model prompting the student to “go on.”

Additional Information for the Presenter

You may choose to allow participants another opportunity to listen to the recording if time permits.

I/WE/YOU DO adapted with permission from Archer et al., 1988.

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

1. TOMORROW'S <i>tom-rows</i>	14. BEAMING	27. FEATHERED <i>feathers</i>
sc2. SHAN'T	15. MINNOWS <i>minus</i>	28. HEADMASTER
3. MATTED	16. SCREENED <i>screamed</i>	29. LASSIE
4. IRRITATION <i>(skip)</i>	17. GLIMMER	30. EXTRACTED <i>extrace</i>
5. HIKING	18. PITIFUL <i>pitfall</i>	31. CAMBRIDGE
6. WHISKED <i>whisker</i>	19. CIVILIANS	32. UNDERFOOT
7. MARQUIS <i>market</i>	20. ESTUARY <i>est...(hes.)</i>	33. COLLEAGUES
8. MOWGLI <i>Mo-gull-eye</i>	21. CONSULTING <i>consoling</i>	34. CLEVERNESS
9. NURSED	22. TROLLEY <i>trowley</i>	35. PROMPT
10. EXTREMES <i>extreme</i>	23. SHAVING	36. REFRESHING
11. SNORING	24. MILDER	37. CHANTED
12. MELODY <i>lemonade</i>	25. THEATRE	38. LEAKED
13. IDEALS	26. HOBbled <i>hobbit</i>	

Slide 39—Administering the Word Reading Fluency Subtest: *YOU Do* (cont.)

Let's check how you marked Word List 15. Again, this slide includes notations you may choose to include for interpreting the results. For now, it is sufficient to simply mark the errors with a slash.

Use your laser pointer to indicate the errors as you describe them.

On word 1, the student changed the first syllable from open to closed and, then, did not pronounce the second syllable. He skipped word 4. The student substituted the endings on words 6 and 7. He mispronounced the consonant blend and the irregular sound for the vowel *i* in the final open syllable on word 8, and he omitted the ending on word 10. On word 12, he reversed the consonants in the first syllable and then substituted the ending. The student again substituted the endings on words 15, 16, and 18. He hesitated for 3 seconds on word 20 and substituted the second syllable, omitting the blend, on word 21. On word 22, he mispronounced the first syllable with the diphthong *-ow*. On words 26 and 27,

Notes continue on the next page.

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

1. TOMORROW'S <i>tom-rows</i>	14. BEAMING	27. FEATHERED <i>feathers</i>
SC2. SHAN'T	15. MINNOWS <i>minus</i>	28. HEADMASTER
3. MATTED	16. SCREENED <i>screamed</i>	29. LASSIE
4. IRRITATION <i>(skip)</i>	17. GLIMMER	30. EXTRACTED <i>extrace</i>
5. HIKING	18. PITIFUL <i>pitfall</i>	31. CAMBRIDGE
6. WHISKED <i>whisker</i>	19. CIVILIANS	32. UNDERFOOT
7. MARQUIS <i>market</i>	20. ESTUARY <i>est...(hes.)</i>	33. COLLEAGUES
8. MOWGLI <i>Mo-gull-eye</i>	21. CONSULTING <i>consoling</i>	34. CLEVERNESS
9. NURSED	22. TROLLEY <i>trowley</i>	35. PROMPT
10. EXTREMES <i>extreme</i>	23. SHAVING	36. REFRESHING
11. SNORING	24. MILDER	37. CHANTED
12. MELODY <i>lemonade</i>	25. THEATRE	38. LEAKED
13. IDEALS	26. HOBbled <i>hobbit</i>	

TALA

Version 2.0 ©2010 University of Texas System/Texas Education Agency 39

DUPLICATE
SLIDE

the student mispronounced the endings. He stopped on word 30 after dropping the final syllable and changing the second syllable to vowel-consonant-*e*.

How many words did you draw a slash through?

Answer: 16.

Did the student self-correct any words?

Answer: Yes, word 2, "shan't," is marked with an "SC" but not counted as an error.

How many total words did he read on this page?

Answer: 30.

How many total errors do you subtract from that?

Answer: 16.

What is his WCPM?

Answer: 14.

I/WE/YOU DO adapted with permission from Archer et al., 1988.

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

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

Slide 40—Administering the Word Reading Fluency Subtest: *YOU Do* (cont.)

The testing session concludes after administering the final word list. The student can return to class. At this time, record the data on the Record Sheets for both subtests (page 2 of Handouts 2 and 5).

We have already filled out that information for all but Word List 15. Take a moment to record the results of Word List 15 on the appropriate table. Leave the equated score blank for now. We will discuss that item in the next module, on interpreting the results.

Allow 30 seconds. Then click the slide to reveal the remaining data. Review the answers with participants.

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.

Slide 41—Who Can Administer the TMSFA?

Only individuals who have been officially trained should administer the subtests. Complex scoring procedures and decisions can affect the reliability and validity of the results. By participating in the ELA Academy or TMSFA training, you are qualified to administer the test but not to provide training to other individuals in how to administer it.

Determining how to administer an individualized assessment will take some planning. If you implement literacy centers in your regular classroom, you can administer the TMSFA during that time. Alternatively, schools may opt to comply with HB 2237 by hiring a substitute to allow trained teachers to be released from their classes for the purposes of administering the assessment. If schools choose to have additional staff members trained, those individuals can pull students as well.

The purpose of HB 2237, and that of the TMSFA, is to provide intervention teachers with information for planning targeted and/or strategic instruction to accelerate students' reading development. Therefore, it would be useful for the

Notes continue on the next page.

teacher who will deliver that instruction to administer the assessment. That way, he/she will have firsthand knowledge of how the student is processing text.

Remember that the test will be administered only to students who have failed the state reading test. If results from the TMSFA are used appropriately, presumably the numbers of students failing the state test will be reduced each year. The research done in developing the TMSFA indicates that it does, in fact, have predictive validity to state assessments.

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.


Slide 42—Summary

Review the objectives.

You should now have sample data from three passages and three word lists appropriate for a grade 7 BOY administration of the TMSFA. We will use these data in the next module to interpret results and plan instruction.

It can take time to improve your ability to administer the TMSFA quickly. You might try pairing with another teacher and practicing on each other. Alternatively, you might consider recording students in your first few administrations of the subtest so that you can return to the tapes and check your accuracy at recording errors. After a few times administering the assessment, you will develop a system for using the materials efficiently, so do not get discouraged.

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?

TALA

Version 2.0 ©2010 University of Texas System/Texas Education Agency 43

Slide 43—Reflection Log

 Turn to **Handout 6: Reflection Log**.

Read the directions on the slide.

Allow 2 minutes for participants to write quietly.

