

Presenter's Preparation Outline

Unit 4, Module 2: Interpreting and Implementing Assessment Results

Presentation Materials

- 2-slides-to-a-page handout of the Adobe Flash presentation
- Handouts 1 to 13
- Equipment
 - Projector
 - Sound system (speakers)
 - Laptop or other computer
 - Laser pointer
 - Calculators (3 per table, 1 for presenter)

Handouts

- Handout 1: Passage Reading Fluency Subtest: Grade 7 BOY Examiner's Packet
- Handout 2: Word Reading Fluency Subtest: Grade 7 BOY Examiner's Packet
- Handout 3: Guidelines for Interpreting the TMSFA Results
- Handout 4: Grouping Students by Average Equated Scores and Average Retell Scores
- Handout 5: Sample Record Sheets for Susie Sunshine and Herbie Helpme
- Handout 6: Idea Unit Scoring Tips
- Handout 7: Entry Points for Grade 7 Progress Monitoring

Outline continues on the next page.

- Handout 8: Progress Monitoring Log
- Handout 9: Student Progress Bar Graph
- Handout 10: Student Progress Line Graph
- Handout 11: Using the TMSFA Results to Plan Reading Instruction
- Handout 12: Reflection Log
- Handout 13: References

Time

This module will take approximately 90 minutes.

Unit 4:
Diagnostic and Progress Monitoring Data

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LITERACY
ACADEMIES

Module 2:
Interpreting and Implementing
Assessment Results

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Slide 1—Title Slide

This is the second module in the **Diagnostic and Progress Monitoring Data** unit, **Interpreting and Implementing Assessment Results**.

Using Diagnostic and Progress Monitoring Data

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

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2

Slide 2—Using Diagnostic and Progress Monitoring Data

In the last module you learned to administer the Texas Middle School Fluency Assessment (TMSFA), a diagnostic and progress monitoring instrument developed for use with students in grades 6 through 8 who failed the Texas Assessment of Knowledge and Skills (TAKS) or the State of Texas Assessments of Academic Readiness (STAAR) reading test. At district discretion, the TMSFA can also be administered to students with a very low passing scale score, usually considered within the confidence interval, or “on the bubble.”

The focus of this module is on interpreting the data collected during the administration of the TMSFA and using it to plan appropriate instruction.

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

Objectives

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

Slide 3—Objectives

Set expectations for this session.

Using the Data to Make Instructional Decisions

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

(Deno, 1997)

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

(Livingston, 2004)

Slide 4—Using the Data to Make Instructional Decisions

Review the research statements on the slide.

Oral reading fluency (ORF) data may be used to graphically track students' progress and inform instructional decision-making. However, in order for ORF data to be valid and reliable indices of student progress, the scores must be on a constant metric and must not be influenced by practice effects, effects of text difficulty, effects of text type, or other measurement artifacts (Francis et al., 2008). These effects must be removed from the ORF score in order to know whether the students' true reading rate is increasing, decreasing, or holding steady over time. Otherwise, they can lead to distortions in the growth trajectories.

One method of removing the effects of practice and text form is to equate the passages. Equating is a method of scaling the words correct per minute (WCPM; also referred to as an observed score) in a consistent and coherent manner. In this way, the fluctuations in WCPM scores due to differences in text difficulty and text type are factored out of the reported score distribution.

Notes continue on the next page.

The WCPM scores from the TMSFA cannot be readily interpreted because they are influenced by text difficulty and text type. Therefore, you will first convert the raw WCPM score to an equated score before making any interpretations. Information obtained by interpreting the TMSFA results is used in conjunction with classroom observation, curriculum-based assessment, and state assessment results to determine students' instructional needs.

REFERENCES: Deno, 1997; Francis et al., 2008; Livingston, 2004.

Comprehension Retell

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

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Slide 5—Comprehension Retell

In addition to the equated scores of ORF, interpretation of some students' performance on the TMSFA includes a set of guidelines for evaluating students' comprehension retells.

The purpose of the retell is twofold. The first purpose is to remind all students that their goal is to read for meaning. The second purpose is to provide teachers with insight into the student's ability to recall and communicate the important ideas in a text.

Calculation of Raw Scores

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

Slide 6— Calculation of Raw Scores

The first step in obtaining equated scores is to make sure you have the raw score, or WCPM, calculated for each passage and any word lists administered.

Review the calculation of WCPM.

Raw Scores on the Student Record Sheet

Record Sheet: Passage Reading Fluency (cont.)

Student Name: Joe Sample

Examiner: Patricia Probst/Annex, Jessica Date: 8/2/10 Grade: 7

Room: 301 Teacher: Theresa Mc

Record Sheet: Passage Reading Fluency

Student Name: Joe Sample Date: 8/2/10 Grade: 7

Examiner: Patricia Probst/Annex, Jessica Room: 301 Teacher: Theresa Mc

Passage 1: *Clash*

Last word read: again Word number: 123

Time in seconds: 60 Number of errors: 9

Number of words read correctly: 114

Words correct per minute (WCPM): $(60 \times \text{B}) \div \text{A} = \text{Words correct per minute (WCPM)}$ 114

Equated Score

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

Recalled idea units: Maximum possible idea units:

Passage Retell Score: $\text{X} \div \text{Y} = \text{Z}$

Passage 2: *A Wonderful Friendship*

Last word read: had Word number: 181

Time in seconds: 60 Number of errors: 11

Number of words read correctly: 170

Words correct per minute (WCPM): 170

Equated Score

Comprehension Retell: *This young girl couldn't hear, and they saw it this accident when helped her to see of the school bus or hear. And she couldn't even talk, and he might do sign language.*

Recalled idea units: Maximum possible idea units:

Passage Retell Score: $\text{X} \div \text{Y} = \text{Z}$

Scoring continues on the next page.

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Slide 7—Raw Scores on the Record Sheet

We discussed recording the WCPM on the Sample Record Sheets for the Passage Reading Fluency and Word Reading Fluency subtests.

Please turn to **Handout 1**. This is a copy of the seventh-grade BOY examiner's packet we used in the previous module. Find the Record Sheet on pages 2 and 3.

Review the location of the WCPM on the Record Sheet.

In the last module, we left the “Equated Score” and comprehension data boxes blank in each table.

Use your laser pointer to indicate the blank boxes.

Remove pages 2–3 from your binder and keep them handy for the next activity.

Except for this partially filled-in Record Sheet, Handout 1 is an exact replica of the examiner's packet for grade 7 BOY. In fact, all examiner packets on the TMSFA CD are arranged like this handout. Following the Record Sheet, you'll find the passages we administered in the last module. After the passages, you'll

Notes continue on the next page.

find the corresponding equating tables and Retell Scoring Guides. When preparing this packet for duplication, you may wish to remove the equating tables and Retell Scoring Guides first, as you will need only one copy of these in order to score all student readings.

Turn to pages 10–12 of Handout 1.

Obtaining Equated Scores: *I Do*

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

Slide 8—Obtaining Equated Scores: *I Do*

The equating tables were created from a large and diverse sample of students enrolled in Texas middle schools. Both typically developing and struggling readers were included in this sample. The equated scores obtained from the tables “provide the clearest indication of the student’s overall performance” (Texas Education Agency [TEA], University of Houston [UH], & The University of Texas System [UTS], 2008b, p. 6). Remember that the purpose of equating is to remove the effects of text type and text difficulty so that changes in students’ reading rate can be evaluated over time. Because equated reading fluency scores more precisely reflect a student’s true reading ability, classroom teachers can use equated fluency scores to determine whether the student has made gains across beginning of year (BOY), middle of year (MOY), and end of year (EOY) testing time points.

Without the equated scores, you would not know whether gains in ORF were due to students improving their skills or to differences in passage difficulty.

Review the information on the slide.

Notes continue on the next page.

The equating tables are specific to the grade level, testing time point, and passage or word list. Obtaining an equated score from the wrong table will invalidate the results, so look closely at the titles on each table to ensure you are using the correct one.

Once you have the appropriate equating table, simply look up the student's WCPM and obtain the equated score listed in the shaded column to the right.

I/WE/YOU DO adapted with permission from Archer, Isaacson, & Peters, 1988.
REFERENCE: TEA, UH, & UTS, 2008b.

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

Grade 7 Passage Reading Fluency Equating Table BOY – Laura

WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score
11	26	70	83	129	140
12	27	71	84	130	141
13	28	72	85	131	142
14	29	73	86	132	143
15	30	74	87	133	144
16	31	75	88	134	145
17	32	76	89	135	146
18	33	77	90	136	147
19	34	78	91	137	148
20	35	79	92	138	149
21	36	80	93	139	150
22	37	81	94	140	151
23	38	82	95	141	152
24	39	83	96	142	153
25	40	84	97	143	154
26	41	85	98	144	155
27	42	86	99	145	156
28	43	87	100	146	157
29	44	88	101	147	158
30	45	89	102	148	159
31	46	90	103	149	160
32	47	91	104	150	161
33	48	92	105	151	162
34	49	93	106	152	163
35	50	94	107	153	164
36	51	95	108	154	165
37	52	96	109	155	166
38	53	97	110	156	167
39	54	98	111	157	168
40	55	99	112	158	169
41	56	100	113	159	170
42	57	101	114	160	171
43	58	102	115	161	172
44	59	103	116	162	173
45	60	104	117	163	174
46	61	105	118	164	175
47	62	106	119	165	176
48	63	107	120	166	177
49	64	108	121	167	178
50	65	109	122	168	179
51	66	110	123	169	180
52	67	111	124	170	181
53	68	112	125	171	182
54	69	113	126	172	183
55	70	114	127	173	184
56	71	115	128	174	185
57	72	116	129	175	186
58	73	117	130	176	187
59	74	118	131	177	188
60	75	119	132	178	189
61	76	120	133	179	190
62	77	121	134	180	191
63	78	122	135	181	192
64	79	123	136	182	193
65	80	124	137	183	194
66	81	125	138	184	195
67	82	126	139	185	196

Passage 1 *Laura*

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	125
Comprehension Retell <i>About...um...a girl that were...they moved where the father gets a job. Then they move to Kansas, but I don't know where, and they had another girl. And when Laura was 13, they moved back to...oh...Wisconsee. And...uh...Carol was another...was a young author.</i>			
X Recalled idea units		Y Maximum possible idea units	
		X ÷ Y = Z PASSAGE RETELL SCORE	

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Slide 9—Obtaining Equated Scores for Passage Reading Fluency: *WE Do*

Using the data from the student’s reading of the passage “Laura,” let’s practice obtaining an equated score. First, locate the appropriate equating table in Handout 1. The title across the top of the table should have the correct grade level (7), assessment time point (BOY), and passage title (“Laura”).

Now find the student’s WCPM on the Record Sheet you pulled from the binder. The WCPM was obtained in the last module when we listened to the student reading “Laura.”

What is the raw score we will use to look up the equated score?

Answer: 114 WCPM.

Use your laser pointer to indicate how to find the WCPM and the equated score as you describe the process:

Using the grade 7 BOY equating table for “Laura,” I look down the WCPM columns for the student’s score. Then, I move over one cell to the right to the shaded column with the equated score.

Notes continue on the next page.

Click to highlight the raw and equated scores.

What is the equated score?

Answer: 125.

I record that score on the Record Sheet.

Click to make the equated score appear on the record sheet.

Please write the equated score, 125, on your Record Sheet.

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

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

Slide 10—Obtaining Equated Scores for Passage Reading Fluency: *YOU Do*

Now, practice obtaining the equated scores from the data we gathered when we administered the passages “A Wonderful Friendship” and “Spreading Wildflowers” in the last module. Make sure you use the appropriate WCPM for each passage, as shown on the Record Sheet, and the appropriate equating table for each passage. Record the equated scores on the Record Sheet.

Monitor the activity and offer assistance as needed. Allow 1–2 minutes.

Answers are provided on the next slide.

If you had trouble using the correct table, you may find it helpful to highlight each passage title in a different color on the Record Sheet. Then, highlight the same passage title in the same color on the equating tables. This will serve as a reminder to match the correct equating table to the passage.

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

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

Passage 2 <i>A Wonderful Friendship</i>			
Last word read	<i>Bell</i>	Word number	141
Ⓐ Time in seconds	60	Number of errors	11
		Ⓟ Number of words read correctly	130
		(60 x Ⓟ) ÷ Ⓐ = WCPM	130
		Ⓢ EQUATED SCORE	134
Comprehension Retell <i>This young girl couldn't hear, and they went to this scientist who helped her to see if she could talk or hear. And she couldn't even talk, and he might do sign language.</i>			

Passage 3 <i>Spreading Wildflowers</i>			
Last word read	<i>President</i>	Word number	141
Ⓐ Time in seconds	60	Number of errors	15
		Ⓟ Number of words read correctly	126
		(60 x Ⓟ) ÷ Ⓐ = WCPM	126
		Ⓢ EQUATED SCORE	140
Comprehension Retell <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>			

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Slide 11—Obtaining Equated Scores for Passage Reading Fluency: *YOU Do* (cont.)

Check participants' answers by reviewing the equated scores on the slide.

Some of you thought you heard the student make an additional error in reading passage 3. Had you calculated the WCPM for “Spreading Wildflowers” to be 125, what would the equated score be?

Answer: 139.

In just a moment, we will see why that difference has almost no impact on the interpretation of the student's results.


Additional Information for the Presenter

A given WCPM will often result in a higher equated score on the more challenging passages than the same WCPM will score on the easier passages. Equated scores are similar to weighting student performance based upon the difficulty level of the material.

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

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

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


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Slide 12—Obtaining Equated Scores for Word Reading Fluency: *I Do*

The process for obtaining equated scores on the Word Reading Fluency subtest is exactly the same as the Passage Reading Fluency subtest.



Turn to **Handout 2: Word Reading Fluency Subtest: Grade 7 BOY Examiner’s Packet**. This handout is a replica of the entire grade 7 BOY examiner’s packet as it appears on the TMSFA CD. The exception is page 2, the Record Sheet, which has been filled in with the raw data we recorded in the previous module.

Remember that you administer this subtest only to students who did not read 80 words on at least two of the passages or who might be exhibiting a pattern of errors with certain types of words or syllables. Therefore, you will not have Word Reading Fluency data for all students.

Remove page 2 from your binder and keep it handy for the next activity.

You will now use the equating tables. Turn to pages 6, 7, and 8 of this handout. As with the Passage subtest, the Word subtest examiner’s packet includes the corresponding equating tables at the end of the packet. When preparing this

Notes continue on the next page.

packet for duplication, you may wish to remove the equating tables first, as you will need only one copy to score all student readings.

When scoring, be sure to look closely at the title of each word list to ensure you are using the correct one. To avoid using the wrong table, it may be helpful to highlight each word list title on the Record Sheet in a different color. Then, highlight the same word list title in the same color on the equating tables.

Review the information on the slide.

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

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

WCPM	Equated Score	WCPM	Equated Score
-21	15	88	72
-20	16	89	73
-19	17	90	74
-18	18	91	75
-17	19	92	76
-16	20	93-94	77
-15	21	95	78
-14	22	96	79
-13	23	97	80
-12	24	98	81
-11	25	99	82
-10	26	100-101	83
-9	27	102	84
-8	28	103	85
-7	29	104	86
-6	30	105	87
-5	31	106	88
-4	32	107-108	89
-3	33	109	90
-2	34	110	91
-1	35	111	92
0	36	112	93
1	37	113	94
2	38	114-115	95
3	39	116	96
4	40	117	97
5	41	118	98
6	42	119	99
7	43	120	100
8	44	121-122	101
9	45	123	102
10	46	124	103
11	47	125	104
12	48	126	105
13	49	127	106
14	50	128-129	107
15	51		
16	52		
17	53		
18	54		
19	55		
20	56		
21	57		
22	58		
23	59		
24	60		
25	61		
26	62		
27	63		
28	64		
29	65		
30	66		
31	67		
32	68		
33	69		
34	70		
35	71		

Easy Word List 1

Last word read	<i>hall</i>	Word number	34
A Time in seconds	60	Number of errors	11
		B Number of words read correctly	23
		(60 x B) ÷ A = Words correct per minute (WCPM)	23
		⊙ EQUATED SCORE	17

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Slide 13—Obtaining Equated Scores for Word Reading Fluency: *WE Do*

Using the data from the student's reading of Word List 1, let's practice obtaining an equated score. First, locate the equating table for Word List 1.

Now find the student's WCPM on the Word subtest Record Sheet you just pulled from your binder. What is the raw score we will use to look up the equated score?

Answer: 23 WCPM.

Use your laser pointer to indicate how to find the WCPM and the equated score as you describe the process:

Using the grade 7 BOY equating table for Word List 1, I look down the WCPM column for the student's score. Then, I move over one cell to the right to the shaded column with the equated score.

Click to highlight the raw and equated scores.

What is the equated score?

Answer: 17.

Notes continue on the next page.

I record that score on the Record Sheet.

Click to make the equated score appear on the record sheet.

Please write the equated score, 17, on your Record Sheet.

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

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

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

Slide 14—Obtaining Equated Scores for Word Reading Fluency: *YOU Do*

Let’s practice obtaining the equated scores from the data we gathered when we administered Word Lists 8 and 15 in the previous module. Use the raw data on the Record Sheet to look up the equated scores in the appropriate tables on pages 7 and 8. Record the equated scores on the Record Sheet.

Monitor the activity and offer assistance as needed. Allow 1–2 minutes.

Answers are provided on the next slide.

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

Moderate Word List 8

Last word read	<i>contain</i>	Word number	32
A Time in seconds	60	Number of errors	12
		B Number of words read correctly	20
	$(60 \times \mathbf{B}) \div \mathbf{A} = \text{Words correct per minute (WCPM)}$		20
➊ EQUATED SCORE			26

Challenging Word List 15

Last word read	<i>extracted</i>	Word number	30
A Time in seconds	60	Number of errors	16
		B Number of words read correctly	14
	$(60 \times \mathbf{B}) \div \mathbf{A} = \text{Words correct per minute (WCPM)}$		14
➋ EQUATED SCORE			33

Slide 15—Obtaining Equated Scores for Word Reading Fluency: *YOU Do* (cont.)

Let's check your answers.

Review the equated scores for Word Lists 8 and 15.

Additional Information for the Presenter

A given WCPM will often result in a higher equated score on the more challenging passages than the same WCPM will score on the easier passages. Equated scores are similar to weighting student performance based upon the difficulty level of the material.

Averaging the Equated Scores: *I Do*

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

Total equated scores (add all Ⓞ's)

Divide by 3 for **AVERAGE EQUATED SCORE**

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Slide 16—Averaging the Equated Scores: *I Do*

The next step in preparing the data is to average the equated scores for the three passages and the three word lists. This will give us a more accurate estimate of the student's ORF across the levels of difficulty used in the TMSFA subtests.

Find the Record Sheet for the Passage Reading Fluency subtest you pulled from your binder (Handout 1, pages 2–3).

To make the calculation, add the three equated scores, found in black rows:

Click the slide for the first three arrows to appear.

Then record the sum in the black row labeled “Total equated scores” near the bottom of the second page.

Click the slide for the next two arrows and inset to appear.

Then divide the sum by 3 to determine the average. If necessary, round to the nearest whole number. Record it in the last row labeled “Average equated score”.

Click the slide for the last arrow to appear.

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Averaging the Equated Scores: *WE Do*

Passage 1 *Laura*

Last word read	<i>again</i>	Word number	123
Time in seconds	60	Number of errors	9
		Number of words read correctly	114
		(60 × 0) ÷ 0 = Words correct per minute (WCPM)	114
EQUATED SCORE			125

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

Recalled idea units: Maximum possible idea units:

PASSAGE RETELL SCORE:

Passage 2 *A Wonderful Friendship*

Last word read	<i>Bell</i>	Word number	141
Time in seconds	60	Number of errors	11
		Number of words read correctly	130
		(60 × 0) ÷ 0 = WCPM	130
EQUATED SCORE			134

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

Recalled idea units: Maximum possible idea units:

PASSAGE RETELL SCORE:

Passage 3 *Spreading Wildflowers*

Last word read	<i>President</i>	Word number	141
Time in seconds	60	Number of errors	15
		Number of words read correctly	126
		(60 × 0) ÷ 0 = WCPM	126
EQUATED SCORE			140

Comprehension Retell *This girl named Claudia was born in 1972, I think, and she was like... she liked the flowers. And they were waiting for the flowers to grow, and some people wanted to mow it.*

Recalled idea units: Maximum possible idea units:

PASSAGE RETELL SCORE:

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

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Slide 17—Averaging the Equated Scores: *WE Do*

Let's practice averaging the Passage Reading Fluency equated scores together.

Here are the equated scores obtained from the student's reading of each passage.

Click to make the arrows appear.

Use the calculators on your table to add those three scores together.

Allow 20–30 seconds.

What is the total?

Click to make the total appear.

Now, use your calculator to divide the total by 3. What do you get?

Click to make the answer appear.

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

What if you had recorded 16 errors on passage 3?

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

Passage 1: "Laura" 125

Passage 2: "A Wonderful Friendship" 134

Passage 3: "Spreading Wildflowers" 139

Total equated scores (add all ○s)	398
Divide by 3 for AVERAGE EQUATED SCORE	133

Slide 18—Averaging the Equated Scores: *WE Do* (cont.)

As mentioned in the previous module, on administering the TMSFA, making one error in scoring the student's reading will not have a significant effect on the results.

Review the information on the slide.

The equated score obtained on passage 3 was different only by a value of 1. When that score was averaged with the equated scores from the other two passages, the result was the same as if the scoring mistake had not been factored in. The average was 132.67, rounded up to 133.

**Averaging the Equated Scores:
YOU Do**

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

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Slide 19—Averaging the Equated Scores: *YOU Do*

Find a partner to work with at your table.

Allow 15–20 seconds.

You and your partner are going to practice averaging the equated scores from the student's reading of the word lists. Find the Record Sheet for the Word Reading Fluency subtest.

Add the three equated scores together and divide the sum by 3 to determine the average.


Monitor the activity and offer assistance as needed. Allow 1 minute.

The answer appears on the next slide.

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

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

Total equated scores (add all ☉'s)	76
Divide by 3 for AVERAGE EQUATED SCORE	25


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Slide 20—Averaging the Equated Scores: *YOU Do* (cont.)

Take a moment to compare your calculation with the information on this slide.
Allow 10 seconds. Answer any questions.

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

Interpreting the Results: / Do

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

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

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Slide 21—Interpreting the Results: / Do

Once you have the average equated scores for the Passage Reading Fluency subtest and the Word Reading Fluency subtest, you are ready to interpret the results.

The assessment materials include tables for interpreting the results of the assessments given at each grade level (grade 6, grade 7, grade 8) and each assessment point (BOY, MOY, EOY).



Refer participants to **Handout 3: Guidelines for Interpreting the TMSFA Results**.

Use your laser pointer to indicate the features of the table as you describe it.

This table is for the BOY assessment point. You can see that all three grade levels are included in the table. Note that there are separate average equated score ranges for the Word Reading Fluency and Passage Reading Fluency subtests. These sets of ranges are listed in columns that correspond to areas of student need, which are labeled along the top of the table.

Notes continue on the next page.

Interpreting the Results: / Do

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

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

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For our sample student, the average equated score on the Word Reading Fluency subtest was 25. This is less than 58, so it falls into the range that would indicate a decoding problem.

Click to make circle appear for the TMSFA Word Reading Fluency result.

His average equated score on the Passage Reading Fluency subtest was 133. This is greater than 119, so it falls into the range that would indicate a comprehension problem.

Click to make the circle appear for the TMSFA Passage Reading Fluency result.

When the average equated scores from the two subtests fall into different areas of need, the results from the Passage Reading Fluency subtest override the Word Reading Fluency subtest.

Click to make the star appear next to the TMSFA Passage Reading Fluency result.

That is why administration of the TMSFA begins with the Passage Reading Fluency subtest. For many students, the Word Reading Fluency subtest results would be overridden. For students whose results show the same area of need,

Notes continue on the next page.

the Word Reading Fluency scores would still be unnecessary to make this determination. Therefore, the Word Reading Fluency subtest is administered only to students who read the passages rather slowly—not completing at least 80 words in the minute. For those students, the word lists provide additional information that can be used to plan instruction.

Additional Information for the Presenter

The difference in the identified areas of need from the Passage Reading Fluency average equated score and the Word Reading Fluency average equated score is provided in the extreme on this slide. It would be highly unusual for this to occur in real situations because students are administered the Word Reading Fluency subtest only when they are reading so slowly and laboriously as not to get past the 80th, shaded word of the passage in 1 minute. Such a student would not have an average equated score in the Comprehension range as depicted in this example. Typically, students who are administered the Word Reading Fluency subtest would have an average equated score in the Decoding range.

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

Development of the Guidelines for Interpreting the TMSFA Results

Based on the research:

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

Slide 22—Development of the Guidelines for Interpreting the TMSFA Results

Handout 3 was developed from the results of research with both typically achieving Texas middle school students and those who had difficulty with reading. It is designed to predict which students fall in the bottom 20th percentile of ability in each of the ranges listed across the top of the table on the handout: Decoding, Fluency, and Comprehension.

From the research, 75% of the students who failed the TAKS exhibited difficulties in one or more of those domains.

Review the information on the slide.

Together, 81% of students had difficulty with decoding and/or fluency.

The numbers of students with instructional needs in decoding and/or fluency are likely much higher than other estimates you might have encountered (Biancarosa & Snow, 2004). Keep in mind that we are talking about only the students whom

Notes continue on the next page.


we identified as having reading difficulties by their performance on the state assessment. The important point to remember is that interventions must provide for a wide range of instructional needs.

As we continue to look at students' results from the TMSFA, you will become better acquainted with the types of responses these students are making when reading isolated words as well as connected text.

I/WE/YOU DO adapted with permission from Archer et al., 1988.
REFERENCE: Biancarosa & Snow, 2004.

Interpreting the Results: Word Reading Fluency Subtest

<p>Voice (hes.)</p> <p>Burst (burts)</p> <p>Adult (a-dent)</p> <p>Dim (dime)</p> <p>Coast (coat)</p> <p>Slept (sleep)</p> <p>Coach (coke)</p> <p>Type (teepee)</p> <p>Wound (wand)</p> <p>Route (hes.)</p> <p>Hall (hale)</p>	<p>Greeks (geeks)</p> <p>Oxygen (ex-ogen)</p> <p>Comfortable (comforting)</p> <p>Announced (announce)</p> <p>Properly (proper)</p> <p>Determine (de-ter-mine)</p> <p>Nights (nie-gets)</p> <p>Europeans (hes.)</p> <p>Hundreds (husbands)</p> <p>Tissue (sit-sue)</p> <p>Steadily (steady)</p> <p>Contain (cuhn-tan)</p>	<p>Tomorrow's (tom-rows)</p> <p>Irritation (skip)</p> <p>Whisked (whisker)</p> <p>Marquis (market)</p> <p>Mowgli (Mo-gull-eye)</p> <p>Melody (lemonade)</p> <p>Minnows (minus)</p> <p>Screened (screamed)</p> <p>Pitiful (pitfall)</p> <p>Estuary (est-hes.)</p> <p>Consulting (consoling)</p> <p>Trolley (trowley)</p> <p>Hobbled (hobbit)</p> <p>Feathered (feathers)</p> <p>Extracted (extrace)</p>
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Slide 23—Interpreting the Results: Word Reading Fluency Subtest

This slide shows all the words from the Word Reading Fluency subtest on which the student made errors. The red letters denote the location of his errors in the word, and what he actually said is written in the parentheses.

Use your laser pointer to indicate the red letters signifying the location of the errors and the parenthetical notations of what the student said. The abbreviation “hes.” denotes a 3-second hesitation, and “skip” denotes a word the student did not read.

Using this information from the word lists is helpful in determining the patterns of errors the student is making, even if he is demonstrating good comprehension in his passage reading. The majority of this student’s errors involved mispronouncing, skipping, or substituting the endings of words. He also showed a pattern of difficulty with consonant blends, vowel pairs, and irregular syllables. To further improve this student’s fluency at the word level, we would want to plan instruction that would target his attention to word endings, as well as his identification and pronunciation of consonant blends, more complex vowel pairs, and irregular syllables.

Notes continue on the next page.

The next unit, on word identification, will provide more information on these syllable types and will give you practice in recognizing certain patterns in words. The modules in that unit are intended for a student with identified decoding difficulties.

You can use the information on the Passage Reading Fluency subtest in conjunction with other available data on the student to plan appropriate instruction. The information from the TMSFA is not intended to be the sole source of data on a student's reading performance. You should also consider the student's state assessment results, other assessment data, curriculum-based measures, and your own observations of the student.

Results from an Example Intervention Class

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

Slide 24—Results from an Example Intervention Class

These equated scores were obtained from actual students in a reading intervention class. You can see that each student’s reading rate did not vary much as the difficulty level of the passage increased.

You can also see how rapidly the scores of students listed below the red line declined. The students below the red line were administered the Word Reading Fluency subtest to provide more information on what might be causing their extremely slow and labored reading.

The students above the red line all read past the shaded 80th word in at least two of the passages. Their retells were carefully recorded for scoring, but these students did not have to be administered the Word Reading Fluency subtest. We will look at a sample of their retells to see how the information can be used to plan more appropriate instruction.

Interpreting the Results: Passage Reading Fluency Subtest

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

Slide 25—Interpreting the Results: Passage Reading Fluency Subtest

For students who read more than 80 words in two or more passages, the retell represents a brief test of comprehension. Evaluating the retell will help to determine the extent to which dysfluent readers comprehend connected text.

You will likely find that some students will read connected text more slowly and still adequately comprehend text. In other instances, you will find that students may read connected text more quickly but do not grasp the meaning of the passage. In order to differentiate these two classes of students (dysfluent readers/adequate comprehenders and more fluent readers/poor comprehenders) the TMSFA includes scoring guides for evaluating students’ retells and interpreting their level of comprehension.

Scoring the Comprehension Retell: *I Do*

Retell Scoring Guide L2010
(page 1 of 3)

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

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

Table continues on the next page.

Passage 1 *Laura*

Last word read	<i>again</i>	Word number	123
Time in seconds	60	Number of errors	9
		Number of words read correctly	114
		(60 x 6) ÷ 9 = Words correct per minute (WCPM)	114
		EQUATED SCORE	125

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

Recalled idea units	Maximum possible idea units
	PASSAGE RETELL SCORE

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Slide 26—Scoring the Comprehension Retell: *I Do*

Refer participants to *Handout 1* (pages 11–12).

The Retell Scoring Guides were developed to accompany each passage in the testing points and progress-monitoring waves of the TMSFA. Retell instruments have not yet demonstrated the technical adequacy of formal comprehension assessments, such as the state reading test (Reed & Vaughn, in press). Therefore, these tools should be used only in combination with other information on the student's reading performance.

The Scoring Guides are designed to evaluate how much information the student recalled from the portion of the passage that he or she read. The important ideas from the text are referred to as “idea units.” They are presented on the Scoring Guides with optional ways of paraphrasing the information. These were derived from the retells of students who participated in the research, and it is expected that the retells you score will be as close to the options as possible. You will learn more about how to apply the idea units to a student's retell in the upcoming activities.

Notes continue on the next page.

Because each student will read a different number of words, consider only idea units that fall within the total number of words the student read. In the case of “Laura,” as shown on the slide, a student who read up to 37 words could potentially retell three idea units. A student who read up to 105 words could potentially retell seven idea units, and so on. Record the maximum possible idea units on the Record Sheet in the Y box.

Use a laser pointer to indicate the “Word number” box and the “Maximum possible idea units” box.

Then score the number of idea units the student acceptably recalled and record that number in the X box.

Use a laser pointer to indicate the “Recalled idea units” box.

Divide X, the number of recalled idea units, by Y, the maximum possible idea units, to obtain Z, the passage retell score. You will see examples and practice calculating this score in the upcoming activities.

REFERENCE: Reed & Vaughn (in press).

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



Retell Scoring Guide Laura
(page 1 of 3)

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

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

Table continues on the next page.

Passage 1 *Laura*

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

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Slide 27—Scoring the Comprehension Retell: *I Do* (cont.)

Using the seventh-grade BOY example we used in the last module, I will model how to use the Retell Scoring Guide. In Handout 1, locate the Record Sheet for Passage Reading Fluency (pages 2–3) and the Retell Scoring Guide for “Laura” (page 11), and put them side-by-side.

First, we will determine the student’s highest possible retell score. To do that, we need to know how far he read in the passage. According to our Record Sheet, this student stopped on word 123 when his minute was up.

Click the slide for an arrow to appear beside the “Word number” box.

Now I’ll look at the Retell Scoring Guide to determine the maximum number of idea units the student could possibly recall. In the first column (“Number of words read”), I will look for the number that is closest to 123 without going over. I see a word count of 122 and then 151. But 151 is further than our student read, so I will limit his maximum possible idea units to the 122nd word.

Click the slide for a circle to appear around row 122.

Notes continue on the next page.

In the last column of the Retell Scoring Guide, “Y: Maximum possible idea units,” I see that is the seventh idea unit. Because the student read to word 123 of this passage, the maximum possible idea units he might recall are eight. I can record the number 8 in box “Y: Maximum possible idea units,” on the Record Sheet.

Click the slide for a “8” and an arrow to appear at box Y.

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



Retell Scoring Guide Laura
(page 1 of 3)

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

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

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Slide 28—Scoring the Comprehension Retell: *I Do* (cont.)

Now we will determine how many of the eight possible idea units our student included in his retell. As I read each sentence or clause in his retell, I will compare it against each of the eight idea units on the Scoring Guide. The Scoring Guide provides different options for wording, which are indicated by the dashed lines. Let's take a moment to review how those options are constructed by examining the row for the first idea unit.

Use a laser pointer to indicate the row for the first idea unit on the slide. Continue using your laser pointer to refer to the information on that row as you describe it.

This idea unit could be provided by a student who read only seven words of the passage “Laura,” so our sample student might also provide it. Notice that the idea unit starts with options for a subject. The student might say: “A girl,” “A lady,” or “Laura.” Any of these are acceptable. When the Scoring Guides provide options for wording, as here, they are listed one beneath the other and separated from the rest of the information that follows by a vertical, dashed line.

Notes continue on the next page.

Next, there must be a predicate in each idea unit. Again, there are usually options for how a student might word the predicate. Here you see two types of options. The first shows the predicate “was a writer” or “was an author.” This option involves a synonym for the direct object, “writer.” The synonym “an author” is listed beneath “a writer.” These synonyms are separated from the verb “was” by a vertical dashed line.

The second type of option is a completely different predicate: “wrote children’s books.” This option is provided beneath the first possible predicate. It is separated by a horizontal dashed line that ends with an “or” in italics.

Students may say any of the options and receive credit for this idea unit. However, credit is awarded only once for each idea unit. In other words, if a student said, “A lady was a famous author who wrote children’s books,” he would not get two points for providing two of the options in idea unit 1. No matter how much additional information he provides, he can receive only one credit for satisfying the minimum requirements of the idea unit.

Scoring the Comprehension Retell: / Do (cont.)



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

Comprehension Retell	About...um...a girl that were...they moved where the father gets a job. Then they move to Kansas, but I don't know where, and they had another girl. And when Laura was 13, they moved back to...oh...Wisconsee. And...uh...Carol was another...was a young author.	4 6 7
Recalled idea units	3	Maximum possible idea units 8
		PASSAGE RETELL SCORE

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Slide 29—Scoring the Comprehension Retell: / Do (cont.)

Now that you understand how the Scoring Guide works, we will score our sample student's retell of "Laura." Remember, we are looking for only the first seven idea units because he read to word 123.

Use a laser pointer to refer to the Record Sheet and Retell Scoring Guide as you model.

I will consider one sentence or clause at a time because each idea unit must have a subject and a predicate. His first sentence was: "About...um...a girl that were... they moved where the father gets a job." As I look over idea units 1 through 8, I see that idea unit 4 has similar information. My options for this idea unit are: "Her family (or they) had to move so her (or wherever their) dad (or father) could find (or get) work (or a job)" and "Her family had to move because her dad didn't have a job." The student's retell, of course, is not identical to these options. However, it is very similar to "They had to move so her dad could get a job." Therefore, I would give the student credit for idea unit 4. You may wish to keep a note of this in the margin of the Record Sheet.

Click the slide for "4" to appear in the margin.

Notes continue on the next page.

As I continue scoring the retell, I will now consider only idea units 1 through 3 and 5 through 8. No more credit can be awarded for idea unit 4, so I do not need to look at it again.

The next sentence in our student's retell is: "Then they move to Kansas, but I don't know where..." Moving to Kansas is one of the options in idea unit 6: "They moved to start a farm, or to Kansas, or where her sister Carrie was born." The student's sentence is closest to idea unit 6.

Click the slide for "6" to appear in the margin.

An idea unit can count only once toward a student's score, no matter how many additional relevant details the student provides. For example, now that I've given the student credit for the idea "moving to Kansas," any information he provides about starting a farm or the sister being born will not count toward his score.

Let's take a look at the next clause in his retell: "...and they had another girl." This seems to be referring to the birth of Carrie. Although we cannot be certain, it does not matter, in terms of scoring his retell. The birth of Carrie is simply another choice in idea unit 6, for which he already earned credit.

After only two sentences, our student earned credit for two of the seven idea units. The next sentence in his retell is: "And when Laura was 13, they moved back to...oh...Wisconsee." I can see that this is closest to idea unit 7 on the Scoring Guide: "They moved back to Wisconsin." Although the student did not provide the correct name of the state, I can be lenient with the pronunciation of proper nouns. I would give the student credit for idea unit 7.

Click the slide for "7" to appear in the margin.

That leaves the last sentence in the student's retell: "And...uh...Carol was another...was a young author." Whether the student was referring to the mother (Caroline) or the little sister (Carrie) when he said "Carol," the predicate of his sentence is the real issue for our scoring. The only idea unit referring to someone being an author is idea unit 1. However, the subject of that idea unit is Laura, not Caroline or Carrie. For that reason, I would not award credit for idea unit 1.

Altogether, the student recalled three idea units: for rows 4, 6, and 7. Therefore, I would record the number 3 in box X, "Recalled idea units."


Click the slide for "3" to appear in box X.

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

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

Passage 1 *Laura*

Last word read	<i>again</i>	Word number	123
Ⓐ Time in seconds	60	Number of errors	9
		Ⓑ Number of words read correctly	114
		(60 x Ⓑ) ÷ Ⓐ = Words correct per minute (WCPM)	
			114
		Ⓒ EQUATED SCORE	125
Comprehension Retell	<i>About...um...a girl that were...they moved where the father gets a job. Then they move to Kansas, but I don't know where, and they had another girl. And when Laura was 13, they moved back to...oh...Wisconsee. And...uh...Carol was another...was a young author.</i>		
			4 6 7
ⓧ Recalled idea units	3	Ⓨ Maximum possible idea units	8
		ⓧ ÷ Ⓨ = Ⓩ PASSAGE RETELL SCORE	
			.38


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Slide 30—Scoring the Comprehension Retell: *I Do* (cont.)

Now we can determine the student's retell score for this passage. I will divide the recalled idea units (box X) by the maximum possible idea units (box Y). If you would like to do this with me, please use your calculators.

Give participants 10 seconds to locate their calculators and calculate the passage retell score. Then, click to make the answer appear.

When we divide 3 by 8 and round to the nearest hundredth, we get .38. I will record this on the Record Sheet. Once I score all three passages, I will use this figure to calculate the student's average retell score.

Scoring the Comprehension Retell: *WE Do*

Retell Scoring Guide *A Wonderful Friendship* (page 1 of 2)
Each row of the table represents an idea unit and is worth 1 point.

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

Table continues on the next page.

Passage 2 *A Wonderful Friendship*

Last word read	<i>Bell</i>	Word number	141
Time in seconds	60	Number of errors	11
		Number of words read correctly	130
		$(60 \times 9) \div 60 = \text{WCPM}$	130
		EQUATED SCORE	134
Comprehension Retell	<i>This young girl couldn't hear, and they went to this scientist who helped her to see if she could talk or hear. And she couldn't even talk, and he might do sign language.</i>		
Recalled idea units	3	Maximum possible idea units	8
		PASSAGE RETELL SCORE	.38

1
7
4

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Slide 31—Scoring the Comprehension Retell: *WE Do*

Now that you know how to use the Scoring Guide, let's try scoring the student's retell of "A Wonderful Friendship" together. Please locate the Scoring Guide for this passage in Handout 1. You will also need the Record Sheet.

First, we will determine the student's highest possible retell score, so we need to know how far he got in "A Wonderful Friendship." Who can tell me that?

Call on a participant to answer. If participants struggle, refer them to the correct box on the Record Sheet.

That's right! The student read to word 141. Now, look at the Scoring Guide for the passage and determine the row that has the closest number of words read without going over 141. Then, scroll over to the last column for the maximum possible idea units. Who can tell me the maximum number of idea units our student might recall, based on the number of words he read?

Call on a participant to answer. If participants struggle, use your laser pointer to model.

Notes continue on the next page.

Scoring the Comprehension Retell: WE Do

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

Passage 2 *A Wonderful Friendship*

Last word read	Bell	Word number	141
Time in seconds	60	Number of errors	11
		Number of words read correctly	130
		(60 x 0.9) = Q = WCPM	130
		EQUATED SCORE	134

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

Recalled idea units: 3 Maximum possible idea units: 11

PASSAGE RETELL SCORE

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That's right! The student may recall up to eight idea units from this passage. Please record that in box Y, "Maximum possible idea units," on the Record Sheet.

The next step is to compare each sentence or clause in his retell to the eight idea units on the Scoring Guide. Remember that you can give credit for each idea unit only once. Work with a partner at your table to determine which idea units the student included in his retell.

Allow up to 5 minutes for the participants to practice scoring the retell. Monitor as they work and provide assistance when necessary. After 5 minutes or when everyone is finished, reconvene the group. Click the slide for answers to appear.

Listen while I talk through how I scored the student's retell. I gave the student credit for idea unit 1 because he said: "This young girl couldn't hear..." I gave him credit for idea unit 7 because he said: "...and they went to this scientist who helped her..." I also gave him credit for idea unit 4, in part, because of the statement: "to see if she could talk or hear." However, the real match to idea unit 4 was this sentence in his retell: "And she couldn't even talk..." There is no credit for his final clause about doing sign language because there is no mention of that in idea units 1 through 8.

Notes continue on the next page.

You may have noticed that idea unit 13 is: “Bell told her (or Keller) stories with (or using) his hands.” Even if the student had said exactly that sentence, we would not award him credit because he did not read to word 236. It would not be fair to penalize a student for information they did not read, so we must be consistent in considering only the idea units that were included in the portion of text he read. We cannot give extra credit for making good predictions—using that logic, we would have to take away points for making inaccurate predictions. To make the retell scoring as reliable as possible, it is important to adhere to the procedures you learn today.

Allow the participants to ask questions or resolve any differences in their scoring of the student’s retell.

Because we gave credit for idea units 1, 4 and 7, record the number 3 in box X, “Recalled idea units,” on the Record Sheet. Then, calculate the passage retell score. You may use your calculator.

Give participants 20–30 seconds to calculate the score. Then click the slide for the passage retell score to appear.

Compare what you recorded on the Record Sheet with the answers on this slide. If you made a mistake, please correct it now. Later, we will use the passage retell score to calculate the student’s average retell score.

Scoring the Comprehension Retell: WE Do (cont.)

Retell Scoring Guide Spreading Wildflowers
(page 1 of 3)

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

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

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

Table continues on the next page.

Passage 3 Spreading Wildflowers

Last word read	President	Word number	141
⌚ Time in seconds	60	Number of errors	15
		○ Number of words read correctly	126
		(60 × ○) ÷ ⌚ = WCPM	126
		⊕ EQUATED SCORE	140
Comprehension Retell <i>This girl named Claudia was born in 1972, I think, and she was like...she liked the flowers. And they were waiting for the flowers to grow, and some people wanted to mow it.</i>			
			1 2
✕ Recalled idea units	2	▽ Maximum possible idea units	7
		✕ = ▽ = ⊕ PASSAGE RETELL SCORE	.29

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Slide 32—Scoring the Comprehension Retell: WE Do (cont.)

Let’s practice together one more time by scoring the student’s retell of “Spreading Wildflowers.” Please locate the Scoring Guide for this passage in Handout 1. You will also need the same Record Sheet we have been using.

You know that our first step is to determine the student’s highest possible retell score, so we need to know how far he got in “Spreading Wildflowers.” Who can tell me that?

Call on a participant to answer. If participants struggle, refer them to the correct box on the Record Sheet.

That’s right! The student read to word 141, just as he did in the last passage. Now, look at the Scoring Guide for “Spreading Wildflowers” and determine the row that has the closest number of words read without going over 141. Then, scroll over to the last column for the maximum possible idea units. Who can tell me the maximum number of idea units our student might recall, based on the number of words he read?

Call on a participant. If participants struggle, use your laser pointer to model.

Notes continue on the next page.

That's right! The student may recall up to seven idea units from this passage. Please record that in box Y, "Maximum possible idea units," on the Record Sheet.

The next step is to compare each sentence or phrase in his retell to the six idea units on the Scoring Guide. Remember that you can give credit for each idea unit only once. Work with a partner at your table to determine which idea units the student included in his retell.

Allow up to 5 minutes for the participants to practice scoring the retell. Monitor as they work and provide assistance when necessary. After 5 minutes or when everyone is finished, reconvene the group. Click the slide for answers to appear.

Listen while I talk through how I scored the student's retell. I gave the student credit for idea unit 1 because he said: "This girl named Claudia was born in 1972, I think..." Usually, when a specific year is provided on the scoring guide, the student must accurately provide it in the retell to be awarded credit. You will notice that the scoring guide has the correct year of Claudia Taylor's birth '1912' included in idea unit 1. Our sample student made an error when he stated that Claudia was born in 1972. However, you will recall this student also made errors on, at least, one year when reading the passage aloud. In addition, he acknowledged that he might not be right about his recall of the year of Claudia's birth when he said, "...1972, I think." Given those two reasons, I would grant an exception and award the credit for idea unit 1.

Please note, however, that exceptions such as these should be granted very sparingly. Too many inconsistencies in the application of the scoring guides will negatively impact their reliability. Students' responses should be as close to the suggested wording as is reasonable and, generally, must include specific details when they are a part of the idea unit.

Let's return to my description of how I scored the remainder of our student's retell. I gave him credit for idea unit 2 because he said: "...and she was like...she liked the flowers."

I did not give him credit for the sentence: "And they were waiting for the flowers to grow, and some people wanted to mow it." This sentence has a similar focus to idea unit 4: "The highway department (or the state/Texas) waited for the flowers to go to seed before they mowed." However, the student's statement is not close enough to be considered a match because it contains inaccuracies. The idea unit requires that the student refer to the flowers going to seed or to the seeds growing or spreading. The student omitted the important part about the seeds. Without the seeds, the flowers would not grow or spread each year.

Notes continue on the next page.

Scoring the Comprehension Retell: WE Do (cont.)

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

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

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

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

Table continues on the next page.

Passage 3 *Spreading Wildflowers*

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

1
2

Also, notice the asterisk on the pronoun “they” in the subject of this idea unit. As the note at the bottom of the page indicates, the pronoun is only acceptable if the student is clearly referring to the highway department or the state of Texas. The student’s response does not explicitly mention either entity, so it is not clear to whom “they” refers.

Allow the participants to ask questions or resolve any differences in their scoring of the student’s retell.

Because we gave credit for idea units 1 and 2, record the number 2 in box X, “Recalled idea units,” on the Record Sheet. Then, calculate the passage retell score. You may use your calculator.

Give participants 20–30 seconds to calculate the score. Then click the slide for the passage retell score to appear.

Compare what you recorded on the Record Sheet with the answers on this slide. If you made a mistake, please correct it now. Later, we will use the passage retell score to calculate the student’s average retell score.

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Scoring the Comprehension Retell: WE Do (cont.)

Passage 1 Laura

Last word read	again	Word number	123
Time in seconds	60	Number of errors	9
		Number of words read correctly	114
		(60 x 6) ÷ 6 = WCPM	114
EQUATED SCORE 125			
Comprehension Retell: About...um...a girl that were...they moved where the father gets a job. Then they move to Kansas, but I don't know where, and they had another girl. And when Laura was 13, they moved back to...oh...Wisconsee. And...uh...Carol was another...was a young author.			
Recalled idea units	3	Maximum possible idea units	8
PASSAGE RETELL SCORE .38			

Passage 2 A Wonderful Friendship

Last word read	Bell	Word number	141
Time in seconds	60	Number of errors	11
		Number of words read correctly	130
		(60 x 6) ÷ 6 = WCPM	130
EQUATED SCORE 134			
Comprehension Retell: This young girl couldn't hear, and they went to this scientist who helped her to see if she could talk or hear. And she couldn't even talk, and he might do sign language.			
Recalled idea units	3	Maximum possible idea units	8
PASSAGE RETELL SCORE .38			

Passage 3 Spreading Wildflowers

Last word read	President	Word number	141
Time in seconds	60	Number of errors	15
		Number of words read correctly	126
		(60 x 6) ÷ 6 = WCPM	126
EQUATED SCORE 140			
Comprehension Retell: This girl named Claudia was born in 1972, I think, and she was like...she liked the flowers. And they were waiting for the flowers to grow, and some people wanted to mow it.			
Recalled idea units	2	Maximum possible idea units	7
PASSAGE RETELL SCORE .29			

Total equated scores (add all 6s) 399
Divide by 3 for AVERAGE EQUATED SCORE 133

Total passage retell scores (add all 2s) 1.05
Divide by 3 for AVERAGE RETELL SCORE .35

Slide 33—Scoring the Comprehension Retell: WE Do (cont.)

We will now use all three passage retell scores to calculate the average retell score. The gray boxes near the bottom of the second page of the Record Sheet are for recording the sum and average of the three retell scores.

Take a moment to add the retell scores from “Laura,” “A Wonderful Friendship,” and “Spreading Wildflowers.” Record that number in the first gray box. Then, divide that number by 3 to obtain the average and record it in the box just below. You may use your calculator.

Give the participants 10–15 seconds to calculate the total and average. Then click the slide for the total and average retell scores to appear.

Compare what you recorded on the Student Record Sheet with the answers on this slide. If you made a mistake, please correct it now.

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

Calculating the Average Retell Score

Passage 1 *Laura*

Last word read	<i>again</i>	Word number	123
Time in seconds	60	Number of errors	9
		Number of words read correctly	114
		(60 x 0) ÷ 0 = WCPM	114
		EQUATED SCORE	125

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

Recalled idea units: 3 Maximum possible idea units: 8

PASSAGE RETELL SCORE: .38

4
6
7

Passage 2 *A Wonderful Friendship*

Last word read	<i>Bell</i>	Word number	141
Time in seconds	60	Number of errors	11
		Number of words read correctly	130
		(60 x 0) ÷ 0 = WCPM	130
		EQUATED SCORE	134

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

Recalled idea units: 3 Maximum possible idea units: 8

PASSAGE RETELL SCORE: .38

1
7
4

Passage 3 *Spreading Wildflowers*

Last word read	<i>President</i>	Word number	141
Time in seconds	60	Number of errors	15
		Number of words read correctly	126
		(60 x 0) ÷ 0 = WCPM	126
		EQUATED SCORE	140

Comprehension Retell: *This girl named Claudia was born in 1972, I think, and she was like...she liked the flowers. And they were waiting for the flowers to grow, and some people wanted to mow it.*

Recalled idea units: 2 Maximum possible idea units: 7

PASSAGE RETELL SCORE: .29

1
2

Total equated scores (add all 0s)	399
Divide by 3 for AVERAGE EQUATED SCORE	133

Total passage retell scores (add all 0s)	1.05
Divide by 3 for AVERAGE RETELL SCORE	.35

$.35 \times 100 = 35\%$

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Slide 34—Calculating the Average Retell Score

The average retell score is a percentage that reflects the proportion of idea units recalled. To convert the number to a percentage, simply multiply by 100, as shown on the slide. Our sample student recalled, on average, 35% of the idea units he read.

Results of studies suggest that this percentage is not equivalent to typical classroom grades for tests or assignments (Hansen, 1978; McGee, 1982; Reed & Vaughn, in press; Tindal & Parker, 1989). Based on the research for the retell component of the TMSFA, scores of 40% or more generally indicate strong comprehension. Scores of less than 40% generally indicate weak comprehension.

REFERENCES: Hansen, 1978; McGee, 1982; Reed & Vaughn, in press; Tindal & Parker, 1989.

Comparing the Average Equated and Average Retell Scores

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

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Slide 35—Comparing the Average Equated and Average Retell Scores

 Refer participants to **Handout 4: Grouping Students by Average Equated Scores and Average Retell Scores**.

Using both the average equated and average retell scores from the Passage Fluency subtest, you can create instructional groups to address students' needs. The chart here and in Handout 4 show how the scores distinguish four groups of students.

Group A had average equated scores that fell into the Decoding range or lower two-thirds of the Fluency range on the Guidelines for Interpreting the TMSFA Results (Handout 3). In addition, their average retell scores were below 40%, indicating that these students were also struggling with basic comprehension. This score suggests that they are reading slowly without gaining meaning. These students need instruction in the foundational skills of word identification and fluency, as well as specific comprehension instructional routines that can support their comprehension of text.

Group B also had average equated scores that fell into the Decoding range or lower two-thirds of the Fluency range, but their average retell scores were *above*

Notes continue on the next page.

Comparing the Average Equated and Average Retell Scores

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

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DUPLICATE
SLIDE

40%. Given that these students might have struggled to identify words or read at an appropriate pace, their comprehension is surprisingly strong. This pattern is common among students with dyslexia. However, the results of the TMSFA alone should never be used to qualify a student for dyslexia services. Not all students falling into Group B have dyslexia. This group needs more word identification and fluency instruction than they need intensive supports for comprehension.

Group C has built enough facility with foundational skills that their average equated scores fell toward the very top of the Fluency range or within the Comprehension range of the guidelines on Handout 3. However, their average retell scores indicate that these students are either reading at a pace not conducive to gaining meaning from text, not attending to meaning while reading, or having difficulty monitoring their comprehension while reading. Instruction for these students should focus on literal and inferential comprehension.

Group D demonstrates the best reading skills among the students who failed the state reading assessment. Their average equated scores fell into the upper third of the Fluency range or within the Comprehension range, and their average retell score was above 40%. Therefore, this group could include students who are not truly in need of reading intervention. Based on the TMSFA data, it appears that

Notes continue on the next page.

helping students in this group to read more quickly—even if they are in the upper Fluency range—would not improve their comprehension. If other data suggested a student in this group was performing well enough to benefit from Tier I instruction alone, we would consider that student a “false positive,” meaning he/she failed the screening assessment or state reading test but does not need intervention.

Some students in this category, however, might need more intensive work in inferential comprehension. The state reading test, after all, is not composed entirely of factually based questions that only require the student to accurately recall information from the passage. The average retell score might indicate the student is competent at literal recall, but the failing score on the state reading test might indicate the student is not able to make inferences, draw conclusions, or connect information from other texts or prior experiences.

Based on the descriptions of these groups and the data on the Record Sheet for our sample student, into which category would he fall?

Call on a participant to answer. If participants struggle, review how to determine whether the student is low or high in decoding/fluency and retell comprehension.

That’s correct! Our student would be in group C: high decoding and fluency but low retell comprehension.

Scoring the Comprehension Retell: YOU Do

Record Sheet: Passage Reading Fluency

Student Name	Susie Sunshine	Date	9/2/10	Gender	F
Examiner (and Title)	Patricia Professional Teacher	School	Texas MS	Grade	7

Passage 1 Laura

Last word read	returned	Word number	103
Time in seconds	60	Number of errors	8
		Number of words read correctly	95
		(60 x 0) ÷ 0 = Words correct per minute (WCPM)	95
EQUATED SCORE 107			

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

Recalled idea units: _____ Maximum possible idea units: _____

PASSAGE RETELL SCORE

Record Sheet: Passage Reading Fluency

Student Name	Herbie Helpme	Date	9/2/10	Gender	M
Examiner (and Title)	Patricia Professional Teacher	School	Texas MS	Grade	7

Passage 1 Laura

Last word read	farm	Word number	87
Time in seconds	60	Number of errors	19
		Number of words read correctly	73
		(60 x 0) ÷ 0 = Words correct per minute (WCPM)	86
EQUATED SCORE 86			

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

Recalled idea units: _____ Maximum possible idea units: _____

PASSAGE RETELL SCORE

Record Sheet: Passage Reading Fluency

Student Name	Susie Sunshine	Date	9/2/10	Gender	F
Examiner (and Title)	Patricia Professional Teacher	School	Texas MS	Grade	7

Passage 2 A Wonderful Friendship

Last word read	way	Word number	94
Time in seconds	60	Number of errors	2
		Number of words read correctly	92
		(60 x 0) ÷ 0 = WCPM	92
EQUATED SCORE 90			

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

Recalled idea units: _____ Maximum possible idea units: _____

PASSAGE RETELL SCORE

Scoring continues on the next page.

Record Sheet: Passage Reading Fluency

Student Name	Herbie Helpme	Date	9/2/10	Gender	M
Examiner (and Title)	Patricia Professional Teacher	School	Texas MS	Grade	7

Passage 2 A Wonderful Friendship

Last word read	they	Word number	92
Time in seconds	60	Number of errors	10
		Number of words read correctly	82
		(60 x 0) ÷ 0 = WCPM	82
EQUATED SCORE 78			

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


Recalled idea units: _____ Maximum possible idea units: _____


PASSAGE RETELL SCORE

Scoring continues on the next page.

Slide 36—Scoring the Comprehension Retell: YOU Do

An important part of making the retell component of the TMSFA a valid and reliable measure of students' literal comprehension is ensuring that the retell scores would be the same, no matter who scored the retells. We refer to this concept as “inter-rater reliability,” and our goal is to have agreement 90% or more of the time. Therefore, we need some additional practice in scoring student retells.

 Find **Handout 5: Sample Record Sheets for Susie Sunshine and Herbie Helpme**. You will notice that the data from the Passage Reading Fluency subtest and the students' retells are already printed on the handouts.

 **Handout 6: Idea Unit Scoring Tips** provides reminders on how to use the Scoring Guide as well as an extra set of guides for the three passages in the seventh-grade BOY assessment packet. Use these to practice scoring all three of each student's retells. Remember to start by determining the student's highest possible retell score, based on how far he or she read in that passage. Then, look at each sentence or clause in the retell and compare it to the eligible idea units.

Notes continue on the next page.


Record the number of idea units you think the student appropriately recalled and divide that number by the maximum possible idea units to obtain the passage retell score. Remember to complete scoring for both students. You may work with a partner at your table.

Are there any questions?

Monitor the activity and offer assistance as needed. Allow 8 minutes. Answers are provided on the next slide.

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

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



<p>Susie Sunshine</p> <ul style="list-style-type: none"> • Laura <ul style="list-style-type: none"> – Recalled idea units 4 and 6 – Score = $2/6 = .33$ • A Wonderful Friendship <ul style="list-style-type: none"> – Recalled idea units 1, 2, 4, and 5 – Score = $4/5 = .80$ • Spreading Wildflowers <ul style="list-style-type: none"> – Recalled idea units 1, 2, and 5 – Score = $3/5 = .60$ • Average retell score = 58% 	<p>Herbie Helpme</p> <ul style="list-style-type: none"> • Laura <ul style="list-style-type: none"> – Recalled idea units 3, 5, and 6 – Score = $3/6 = .50$ • A Wonderful Friendship <ul style="list-style-type: none"> – Recalled idea unit 1 – Score = $1/5 = .20$ • Spreading Wildflowers <ul style="list-style-type: none"> – Recalled idea unit 2 – Score = $1/4 = .25$ • Average retell score = 32%
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Slide 37—Scoring the Comprehension Retell: *YOU Do* (cont.)

Compare what you recorded on the Record Sheets with the information on the slide.

Answer any questions about the scoring. Some participants will ask why Susie did not receive credit for idea unit 7 in “Laura” or idea unit 3 in “Spreading Wildflowers.” The student did not read far enough for idea unit 7 in “Laura.” But even if she had read that far, the student did not refer to moving back to Wisconsin. That is an inaccurate retell of idea unit 6 (starting their own farm in Kansas) or perhaps a misuse of information from idea unit 2 (Laura was born in Wisconsin). In “Spreading Wildflowers,” Susie did not provide an acceptable subject for idea unit 3 because it was not clear to whom “they” referred when the student said: “They started planting flowers on the highway.” In addition, the student did not refer to a wildflower program. Therefore, she seems to be confusing the highway department with planting flowers on the highway.

This problem is similar to Herbie’s with the same idea unit. He said, “They started protecting the wildflowers,” but did not provide an acceptable subject. It is not clear

Notes continue on the next page.

to whom “they” referred in this retell. He did not receive credit for idea unit 2 in “Laura” because he made two errors in stating, “She lived in a long house.” It was a “log house,” and the idea unit is constructed around details about where Laura was born.

If you have more than one score different from the six scores on this slide, you have not achieved a 90% or higher inter-rater agreement, which is not uncommon when you first begin to use the Scoring Guides. However, you are strongly encouraged to continue practicing before you score retells independently. You might try having a colleague score your students’ retells after you try scoring them. Then, compare your results and discuss the scores on which you disagreed. Continue until your scores match 90% or more of the time.

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

Grouping the Sample Students

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

Slide 38—Grouping the Sample Students

Our last step in interpreting the comprehension component of the TMSFA is to use the data on the Record Sheets to determine into what groups each student might be placed for reading instruction. Return to Handout 4: Grouping Students by the Average Equated Scores and Average Retell Scores. Refer to the table to group Susie Sunshine and Herbie Helpme.

Based on the descriptions of the groups and the data on our sample students, into which category would each fall?

Call on a participant or two to answer. If participants struggle, review how to determine whether the student is low or high in decoding/fluency and retell comprehension.

That's correct! Susie would be in group D: high decoding and fluency and high retell comprehension. Herbie would be in group A: low decoding and fluency and low retell comprehension.

Use your laser pointer to indicate the areas on the chart as you refer to them.

Notes continue on the next page.

The usefulness of the retell data is most obvious in comparing our sample students. Remember that the first student we discussed—Joe Sample—was in group C: high decoding and fluency but low retell comprehension. Susie’s average equated score (109) was in the top third of the Fluency range, so she appeared to be of slightly lower ability than Joe. His average equated score (133) was within the Comprehension range. However, he recalled only 35% of the information he read; Susie recalled 58% of the information she read. Improving her WCPM so that her average equated score falls within the Comprehension range probably would help her on timed tests of reading comprehension. However, it might not increase the amount of factual information she recalls from the text. Her instructional needs are much different from those of Joe, who is still struggling with literal comprehension. In fact, he might benefit from slowing down and paying closer attention to constructing meaning.

Monitoring Progress

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

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Slide 39—Monitoring Progress

We have been completing activities that rely upon grade 7 BOY entry points and equating tables because that is the grade level in which a diagnostic assessment is required by HB 2237. Remember that the assessment is designed for students who did not pass or take the TAKS or STAAR. You can also elect to administer the TMSFA to students with very low passing scores if you want to capture a greater number of students who are potentially at risk for reading difficulties, but that is a school or district decision. It is not required by HB 2237.

Keep in mind that the TMSFA is not intended as a one-time measure. Data, including those from the TMSFA, should be gathered at least three times per year to ensure you are targeting your instruction to meet students' needs. HB 2237 requires the BOY administration, which takes place within the first 6 weeks of school. The MOY administration occurs in January, just after the winter break. The EOY administration occurs after spring break.

Each testing time point utilizes a different set of passages and word lists. These are identified on the cover sheet of each examiner's file on the TMSFA CD.

Notes continue on the next page.

Similarly, there are different equating tables and guidelines for interpreting the average equated scores at each testing time point. If you use the wrong tables, the equated scores you obtain and the guidelines for interpreting them will be invalid. Your ability to increase your expectations or adapt your instruction to meet students' needs is dependent upon the quality of the data you gather from the TMSFA and other sources.



Handout 7: Entry Points for Grade 7 Progress Monitoring is a sample of the progress monitoring passages for grade 7. These passages are to be administered between the assessment time points to provide more frequent information for planning instruction. The administration procedures are the same as for the Passage Reading Fluency subtest, except that only one passage is administered instead of three, and there is no comprehension retell component.

On the TMSFA CD, the progress monitoring passages and their corresponding equating tables and Retell Scoring Guides have been collated into one file per grade level and progress monitoring point. Because each file contains eight or more passages, each equating table and Retell Scoring Guide will be found immediately after its corresponding passage, not at the end of the packet.

Tracking Student Progress

Teacher	Mrs. Williams	School year	09-10
Grade	6	Class period	5th

Suggested Timeline for Progress Monitoring

PASSAGE READING FLUENCY ASSESSMENT	PROGRESS MONITORING
BOY: Two weeks after school starts	PM 1: August, September, October, or November
MOY: Mid-January	PM 2: December, January, or February
EOY: Mid-April to May	PM 3: March, April, or May

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

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40

Slide 40—Tracking Student Progress



Ask participants to turn to **Handout 8: Progress Monitoring Log**.

This document can help you keep track of the progress your students are making. The first page of Handout 8 provides a sample of how the Progress Monitoring Log would be completed. You will find blank templates for classroom use on the TMSFA CD.

Use your laser pointer to indicate the features of the Progress Monitoring Log as you describe them.

You can use the lines at the top to enter your name, the school year, the grade level of your class, and the class period. The first table provides reminders about the suggested times during which you are to administer the assessment or progress monitoring passages.

The next table provides spaces to record the data on individual students. Notice the information in the “Date” column. Both our sample students received the BOY, MOY, and EOY assessments on relatively the same date. However, Heather

Notes continue on the next page.

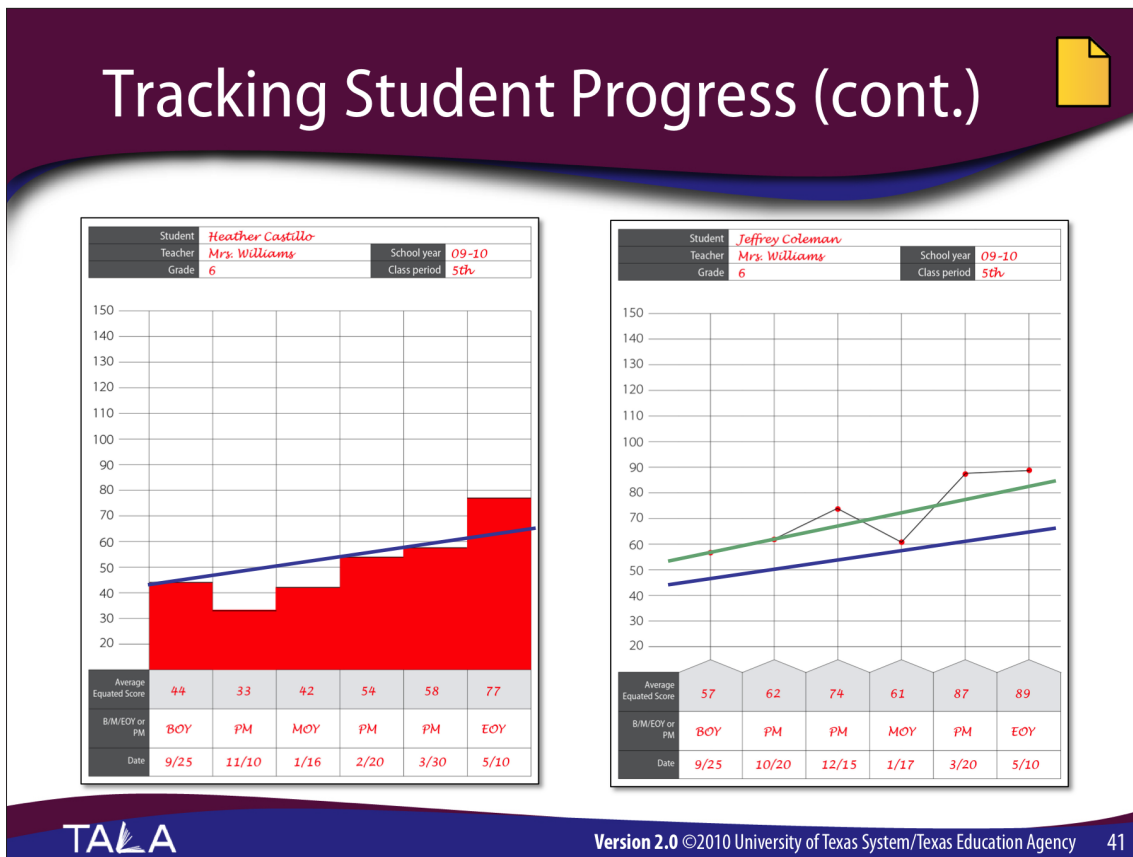
had only one progress monitoring passage between the BOY and MOY time points; Jeffrey had two progress monitoring passages. The month ranges for progress monitoring offer you the flexibility to administer more passages in the fall or more in the spring, depending on what will suit your instructional planning.

Under the “Title of Passage” column, no titles are recorded for the BOY, MOY, and EOY assessments because those are prescribed to you on the entry points tables. In addition, you administer three passages at each of those time points. You administer only one passage for progress monitoring, and you have several from which to choose. Most of the passages overlap the three progress monitoring waves. For example, on Handout 7, you will notice that the first passage, “A Soothing Song,” is repeated on all three tables. Therefore, you need to fill in the titles to help keep track of which passages were administered during which testing wave. You do not want to repeat administration of the same passage.

In the next column, you record the student’s equated score on each passage. For the BOY, MOY, and EOY assessments, you will record the scores on all three passages. For progress monitoring, there is only one score to look up and record.

The final column is for the average equated score. For the BOY, MOY, and EOY assessments, this will be the average of the three equated scores you recorded. For progress monitoring, this will be the same equated score as the one you entered in the previous column.

This log is a good reminder to monitor student progress, as well as a quick reference to track student progress. You can find blank logs on the TMSFA CD in the folder labeled “AllGrades_Graphs.”



Slide 41—Tracking Student Progress (cont.)

For a better visual display of student progress, you or your students can create graphs of their average equated scores.

Ask participants to turn to **Handout 9: Student Progress Bar Graph** and **Handout 10: Student Progress Line Graph**.

There are two options for graphing student progress: You can use a bar graph or a line graph.

Use your laser pointer to indicate the features of the student progress graphs as you describe them.

The bar graph on the left charts our sample student Heather's average equated scores on the assessment and progress monitoring passages. The date and type of administration is transferred from the Progress Monitoring Log to the bottom, or x -axis, of the graph. The bar is then shaded up to the score, as designated in the far left column, or y -axis, of the graph.

Notes continue on the next page.

The line graph on the right charts our sample student Jeffrey's average equated scores on the assessment and progress monitoring passages. Again, the date and type of administration is transferred from the log to the x -axis of the graph. Then, you will notice the line separating the different data points has shifted slightly so that you can plot the point representing the student's average equated score directly above the date on which you administered the passage(s). The points are connected with line segments.

As you can see from both graphs, students' progress is not always steadily increasing. On any given day or passage, a student's score can be expected to fluctuate some. However, you should be able to draw an approximate line of best fit through the cluster of scores that shows an upward trajectory.

Click to make the approximate line of best fit appear on each graph.

To compare student progress, you can also plot multiple students on a single graph.

Click to make Heather's approximate line of best fit appear on Jeffrey's line graph.

If, for example, we put Heather's approximate line of best fit on Jeffrey's graph, we could see that both have made progress over the year. In order for them to "catch up" to their normally achieving peers, their growth would need to be accelerated. This is particularly true for Heather whose slope was not quite as steep as Jeffrey's.

You can find blank templates of the graphs on the TMSFA CD in the folder labeled "AllGrades_Graphs."

TMSFA Equated Scores Predict Instructional Need

A number of middle school students struggle to read because:

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

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

Slide 42—TMSFA Equated Scores Predict Instructional Need

It is important to remember that the TMSFA has been researched with Texas middle school students to be a valid and reliable instrument for predicting which students will exhibit difficulty with which types of reading skills.

Review the information on the slide.

It is essential to identify the domain of reading in which a student shows primary impairment to determine instructional needs. The fluency rates obtained on the Passage Reading Fluency subtest and converted into equated scores predict instructional needs.

The Guidelines for Interpreting the TMSFA Results (Handout 3; TEA et al., 2008b) rely upon the average equated scores. Remember that there are different tables for the BOY, MOY, and EOY assessment time points at each grade level. We have been using the grade 7 BOY examiner's packet in this module in order to prepare you for the first test administration this fall, as required by HB 2237. Your assessment CD contains the other packets for grades 6, 7, and 8.

Notes continue on the next page.

As we saw with our examples, the use of the comprehension retell score will mostly confirm what the table identifies as the student's primary impairment. These scores will, however, help better inform instruction for those few students whose fluency scores do not adequately reflect their comprehension. Similarly, where the student's average equated score on the Word Reading Fluency subtest shows a different area of need than the Passage Reading Fluency subtest, we would defer to the Passage Reading Fluency subtest results first and then use the student's retells on the Word Reading Fluency subtest to identify patterns of errors to address with instructional intervention.

SOURCE: TEA et al., 2008b.

Using the TMSFA Results to Plan Reading Instruction

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

Average Equated Score Range	DECODING	FLUENCY	COMPREHENSION
Needs Identified	Decoding, Fluency, and Comprehension	Fluency and Comprehension	Comprehension

Plan instruction to include:

Unit 1: Effective Instruction

Unit 2: Vocabulary

Unit 3: Comprehension

Unit 5: Word Study

Unit 6: Fluency

Unit 7: Inferential Comprehension

Unit 1: Effective Instruction

Unit 2: Vocabulary

Unit 3: Comprehension

Unit 6: Fluency

Unit 7: Inferential Comprehension

Unit 1: Effective Instruction

Unit 2: Vocabulary

Unit 3: Comprehension

Unit 7: Inferential Comprehension

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Slide 43—Using the TMSFA Results to Plan Reading Instruction

The results of the TMSFA and other data sources can be used in conjunction with the instructional routines included in the Texas Adolescent Literacy Academies (TALA) to plan appropriate instruction.

The vocabulary and effective instruction routines in Units 1 through 3, which we have already covered, are appropriate for students of all ability levels. This includes students with reading difficulties who are also enrolled in an intervention class.

Additional units were designed to correspond to the categories of instructional need described in the tables for interpreting the TMSFA results.

 Refer participants to **Handout 11: Using the TMSFA Results to Plan Reading Instruction**.

Students identified as having decoding, fluency, and comprehension needs should receive instruction in the identification of syllable types, morphology, and fluency in addition to vocabulary and comprehension. Therefore, you can plan

Notes continue on the next page.

instruction using all of the routines in Units 1–3 (vocabulary and comprehension), Unit 5 (word identification), Unit 6 (fluency), and Unit 7 (additional comprehension routines). You will prioritize the word study routines, however.

Students identified as having fluency and comprehension needs should receive instruction in fluency in addition to vocabulary and comprehension. Therefore, you can plan instruction using all of the routines in Units 1–3 (vocabulary and comprehension), Unit 6 (fluency), and Unit 7 (additional comprehension routines). You will prioritize the fluency routines, however.

Students identified as having comprehension needs should receive intensive instruction in vocabulary and comprehension. Therefore, you can plan instruction using all of the routines in Units 1–3 (vocabulary and comprehension) and Unit 7 (additional comprehension routines).

The remainder of your time at the Academy will be devoted to the instructional routines in Units 5 through 7, which are intended for use in a reading intervention class with adolescent students identified as having reading difficulties.

Caution About Interpreting the Results of the TMSFA

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

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

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

Slide 44—Caution About Interpreting the Results of the TMSFA

It is important to note that the TMSFA provides additional information that should be combined with other available data about the students who do not take or pass the state reading test. Making sound instructional decisions rests upon the integration of multiple data sources and the careful attention of professional educators.

Read the quote on the slide.

REFERENCE: TEA et al., 2008b.

Summary


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

Slide 45—Summary

Review the objectives.

Learning to administer and interpret the TMSFA will take time and practice. As mentioned in the previous module, it may be helpful to work with a colleague as you develop your skill and speed. In addition, collaboratively planning instruction for students with reading difficulties will increase your confidence in the precision of the intervention.

Reflection Log



Interpreting and Implementing Assessment Results

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

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

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Slide 46—Reflection Log



Turn to **Handout 12: Reflection Log**.

Read the directions on the slide.

Allow 2 minutes for participants to write quietly.