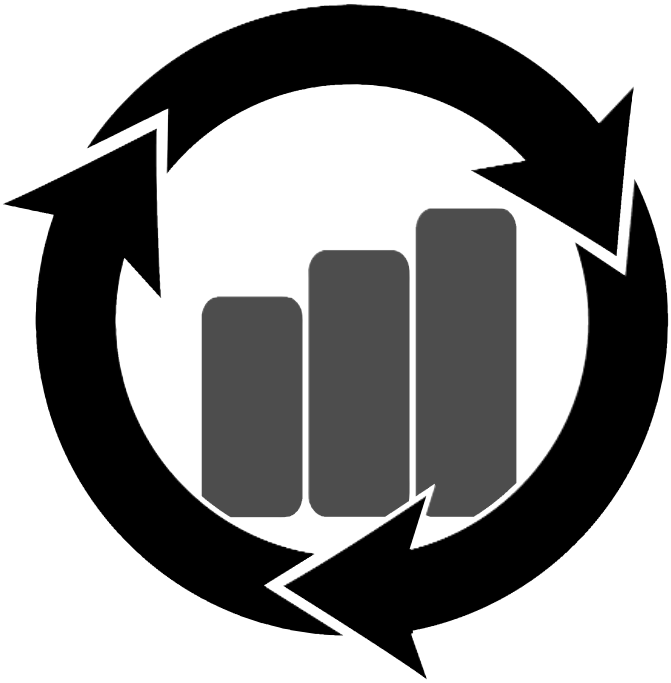

Conference Handout

Fluency Assessment Tools

Dr. Jan Hasbrouck

May 2007

Read Naturally
Saint Paul, Minnesota
Phone: 651.452.4085 ■ 800.788.4085
Fax: 651.452.9204 ■ Email: info@readnaturally.com ■ Website: www.readnaturally.com

Fluency Assessment Tools for Benchmarking, Diagnosing, and Progress Monitoring

Jan Hasbrouck, Ph.D.

Set your
SAILS
for success!

S TANDARDS
A SSESSMENTS
I NSTRUCTION & INTERVENTION
L EADERSHIP
S YSTEM-WIDE COMMITMENT

What to do about…?

- Miguel, 7th grade
- Retained in 2nd grade
- L1 Spanish
- Title I reading 4-6th

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What to do about…?

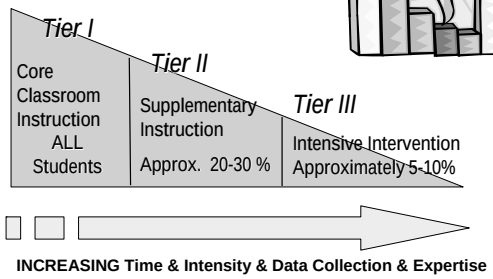
- Angie, 4th grade
- Teacher has concerns about behavior and reading

Old Response

- **"Wait to fail"**
- **I.Q./achievement discrepancy**
- **Hope & pray??**

Today we have better responses…

Response to Intervention



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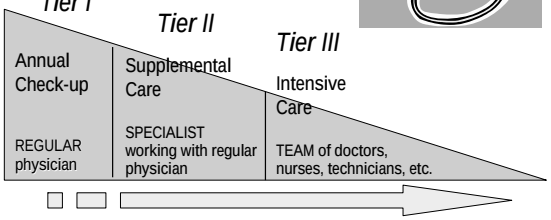
A Professional Parallel...



INCREASING Time & Intensity & Data Collection & Expertise

ASSESSMENTS

- **Benchmark Screening**
  Which students ***MAY*** need extra assistance?
- **Diagnostic**
  What are a student's skills strengths & needs?
- **Progress Monitoring**
  Is learning happening?
- **Outcome**
  Did the student make progress toward standards?

ASSESSMENTS

- **Benchmark Screening**
- **Diagnostic**
- **Progress Monitoring**
- **Outcome**

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Screening Procedures

(1) **Which** students to assess?

ALL students in K-5; Gr. 6+ possible

(2) Use **fluency-based** assessments with **grade level** materials

(3) Use benchmark **norms** to interpret final scores

Screening Procedures

1. Student reads one or more unpracticed passages aloud for one minute each
2. Teacher calculates the number of words read correctly in the minute (wcpm)
3. Total score (or average) is compared to benchmark

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WORD CORRECT PER MINUTE NORMS

Hasbrouck & Tindal (2006)

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*
1	90		81	111
	75		47	82
	50		23	53
	25		12	28
	10		6	15
2	90	106	125	142
	75	79	100	117
	50	51	72	89
	25	25	42	61
	10	11	18	31
3	90	128	146	162
	75	99	120	137
	50	71	92	107
	25	44	62	78
	10	21	36	48
4	90	145	166	180
	75	119	139	152
	50	94	112	123
	25	68	87	98
	10	45	61	72
5	90	166	182	194
	75	139	156	168
	50	110	127	139
	25	85	99	109
	10	61	74	83
6	90	177	195	204
	75	153	167	177
	50	127	140	150
	25	98	111	122
	10	68	82	93
7	90	180	192	202
	75	156	165	177
	50	128	136	150
	25	102	109	123
	10	79	88	98
8	90	185	199	199
	75	161	173	177
	50	133	146	151
	25	106	115	124
	10	77	84	97

*WCPM = Words Correct Per Minute

WORD CORRECT PER MINUTE NORMS—50%iles

Hasbrouck & Tindal (2006)

Grade	Fall *wcpm*	Winter *wcpm*	Spring *wcpm*
1		**23**	**53**
2	**51**	**72**	**89**
3	**71**	**92**	**107**
4	**94**	**112**	**123**
5	**110**	**127**	**139**
6	**127**	**140**	**150**
7	**128**	**136**	**150**
8	**133**	**146**	**151**

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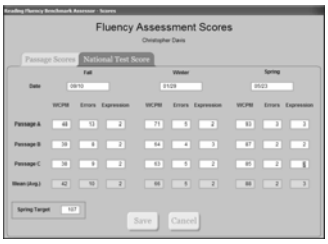
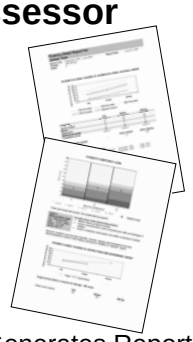
The Reading Fluency Benchmark Assessor

Tested Passages



Calculates and Records



Generates Reports

Reading Fluency Benchmark Assessor Software

Automatically

- enters data while testing
- counts and stores errors
- calculates scores
- graphs results
- reports results

The Reading Fluency Benchmark Assessor

Passages

Three sets of randomly ordered letters to assess letter naming fluency for kindergarten

Three grade-level fiction and nonfiction field-tested passages to assess oral reading fluency each of grades 1-8

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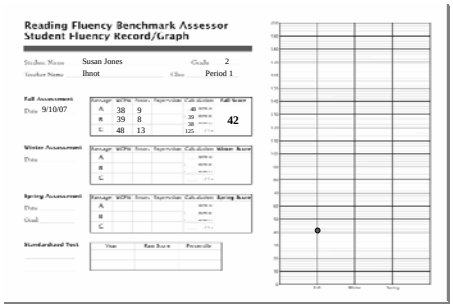
1. Student reads three unpracticed passages aloud for one minute each.

2. Teacher listens, counts errors, and calculates the number of words read correctly (wcpm) in each minute

3. Teacher calculates and records the mean (average) score



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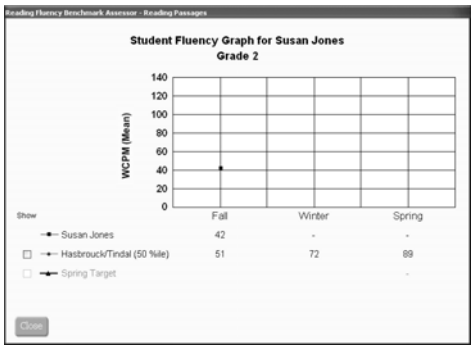
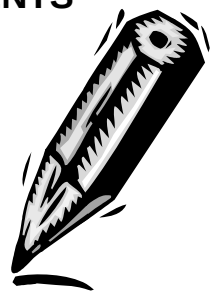


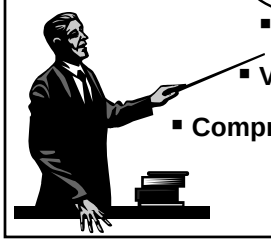
ASSESSMENTS

- **Benchmark Screening**
- **Diagnostic**
- **Progress Monitoring**
- **Outcome**



Five Key Instructional Components

- **Phonemic Awareness**
- **Phonics**
- **Fluency**
- **Vocabulary**
- **Comprehension Skills**



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QPS Quick Phonics Screener

QPS Quick Phonics Screener

1. Diagnoses phonics & decoding concerns K-12
2. Three equivalent forms
3. QUICKLY identifies a student's strengths & needs in phonics and decoding

QPS Quick Phonics Screener

Letter names & sounds VC/CVC words

Common & advanced digraphs

CVCC/CCVC words Silent e

R-controlled vowels Vowel digraphs

Compound & multisyllable words

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Set your

SAILS

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S TANDARDS

A SSESSMENTS

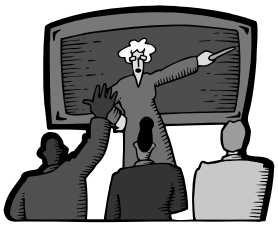
I NSTRUCTION & INTERVENTION

L EADERSHIP

S YSTEM-WIDE COMMITMENT

Provide

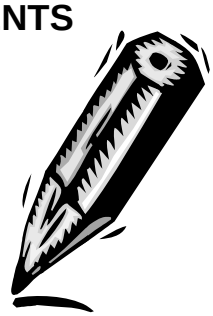
INSTRUCTION!



- ✓ **Systematic**
- ✓ **Explicit**
- ✓ **Intensive**

ASSESSMENTS

- **Benchmark Screening**
- **Diagnostic**
- **Progress Monitoring**
- **Outcome**



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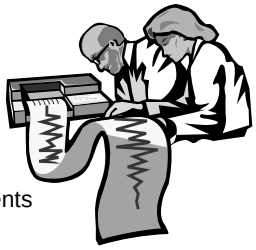
Progress Monitoring in Reading: *2 Forms*



On-Level (Tier I)
Repeat screening assessments
3x year

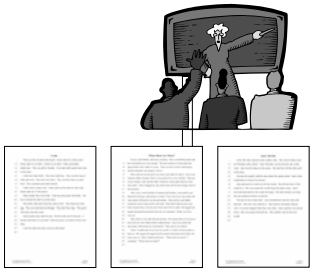
Supplemental (Tier II)
Intervention (Tier III)
Curriculum-based Measurement (CBM)
Weekly or 2x month

Progress Monitoring 3x Year

FALL
Assess ALL Students
Teach!

WINTER
Assess ALL Students
Teach!

SPRING
Assess ALL Students
Teach!



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Reading Fluency Benchmark Assessor
Student Fluency Record/Graph

Student Name: Christopher Davis Grade: 3

Teacher Name: Ihnot Class: Period 1

Fall Assessment

Date: 9/10/06

Passage	WCPM	Errors	Expression	Calculation	Fall Score
A	48	13		48 WCPM (A)	
B	39	8		+ 39 WCPM (B)	42
C	38	9		+ 38 WCPM (C)	
				125 / 3 =	

Winter Assessment

Date: 1/25/07

Passage	WCPM	Errors	Expression	Calculation	Winter Score
A	71	5		71 WCPM (A)	
B	64	4		+ 64 WCPM (B)	66
C	63	5		+ 63 WCPM (C)	
				198 / 3 =	

Spring Assessment

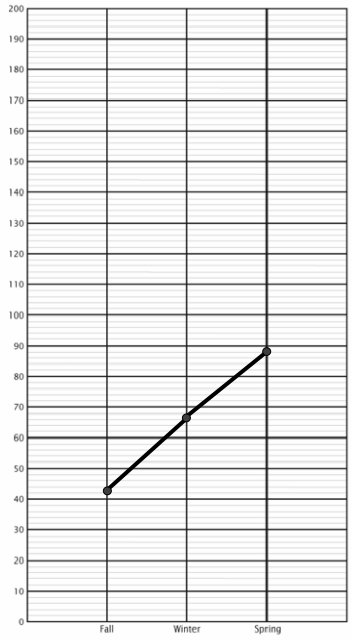
Date: 5/29/07

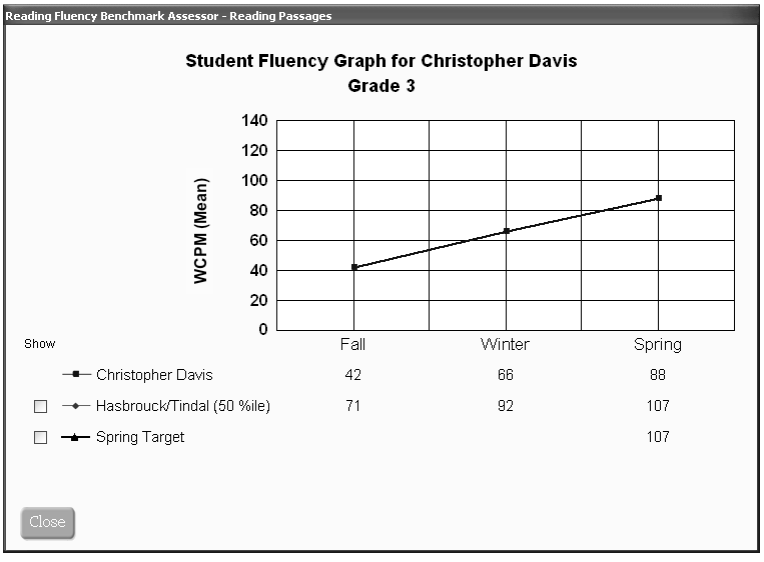
Goal:

Passage	WCPM	Errors	Expression	Calculation	Spring Score
A	93	3		93 WCPM (A)	
B	87	2		+ 87 WCPM (B)	88
C	85	2		+ 85 WCPM (C)	
				265 / 3 =	

Standardized Test

Year	Raw Score	Percentile





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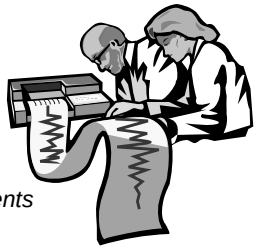
Progress Monitoring in Reading: *2 Forms*

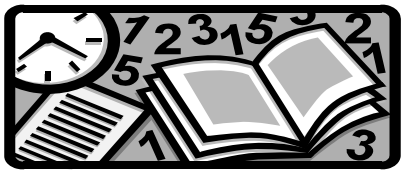


On-Level (Tier I)
Repeat screening assessments 3x year

Supplemental (Tier II)
Intervention (Tier III)
Curriculum-based Measurement (CBM)
Weekly or 2x month

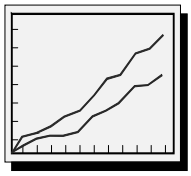
CBM Progress Monitoring for Reading

words read **correctly per minute** (wcpm) in *text* or *isolated*



CBM Monitoring Reading Progress

- Obtain a set of equivalent passages (same difficulty)
- Usually assess at **GOAL** level
- Administered 1:1
- 1 minute oral reading sample
- Score for words correct per minute
- Graph results



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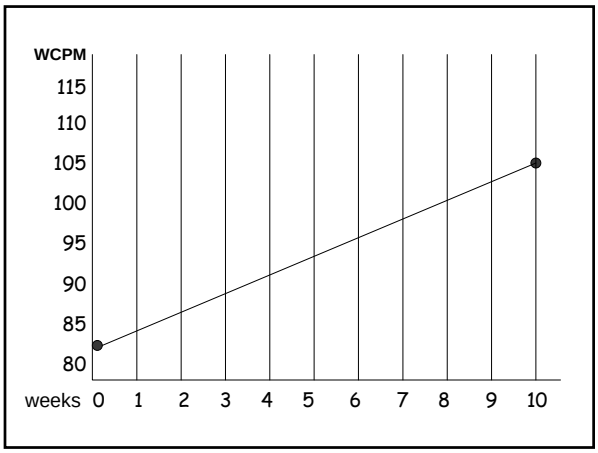
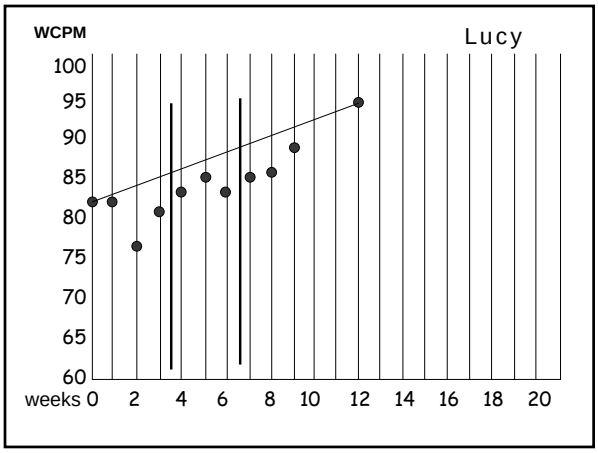


Interpreting CBM Graphs

Plot weekly or bimonthly wcpm score on the student's graph

General Rule:

if 3 scores in a row fall below goal line, consider making an instructional change



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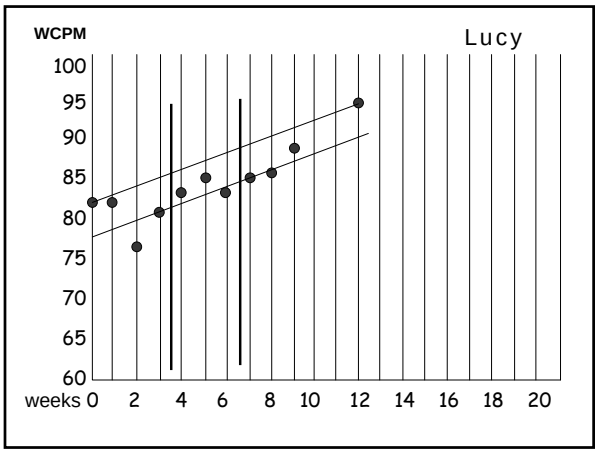
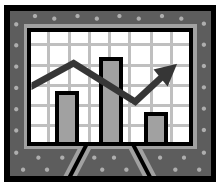


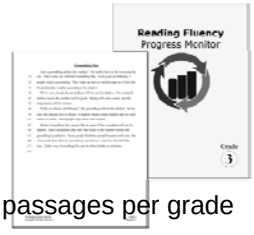
CBM Information Sources



National Center on Student Progress Monitoring

www.studentprogress.org

The Reading Fluency Progress Monitor



- Grades 1-8
- 30 leveled & field-tested passages per grade
- Fiction and nonfiction
- Reproducible student and examiner copies
- Instruction guide
- Graphs & record sheets included

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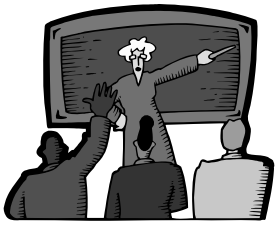

- ✓ **Systematic**
- ✓ **Explicit**
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…about Read Naturally assessment tools, curricula, or training:

- www.readnaturally.com
- 1-800-788-4085

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References & Resources

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Presentation Evaluation

Your Role (check all that apply)

☐ Parent ☐ Title I Teacher ☐ ELL/ESL Teacher ☐ Classroom Teacher
☐ Reading Specialist ☐ Spec. Ed. Teacher ☐ Administrator ☐ Home School Teacher

☐ Other _____

Students (check all that apply)

☐ K-3 ☐ 4-6 ☐ 7-9 ☐ 10-12 ☐ Adult

Reactions to the Presentation

1. How would you rate the presentation? (Poor) 1 2 3 4 5 (Excellent)

   Comments _____

   _____

2. How much information did you gain that you can use? (None) 1 2 3 4 5 (Excellent)

   Comments _____

   _____

3. How can we improve this presentation? _____

   _____

   _____

4. How did you hear about this presentation? _____

   _____

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