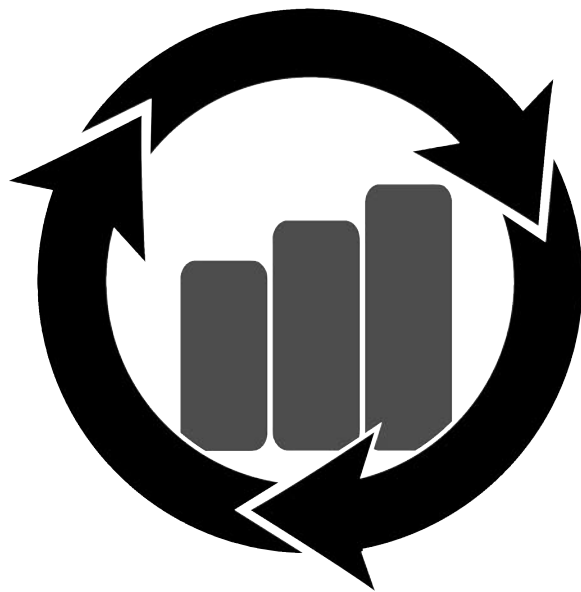# Read Naturally's Reading Assessments

A Foundation for an RTI Model

Presentation Packet

ReadNaturally®

Read Naturally, Inc.
Saint Paul, Minnesota

Phone: 800.788.4085/651.452.4085
Website: www.readnaturally.com
Email: info@readnaturally.com

Read Naturally's
Reading Assessments
A Foundation for an RTI Model

RFBA, QPS, and RFPM

Presentation Goals

In this presentation, you will learn about:

- The purposes of reading assessments.
- Why and how fluency is used to assess overall reading achievement.
- How to use assessments to make instructional decisions.
- How to use Read Naturally's assessment tools.

Reading Assessments

Benchmark Assessment (fall, winter, spring)

- Fall—screen all students: Which students may need extra instruction?
- Winter/spring—screen all students: How are all students progressing? Which students are not at the benchmark?

Diagnostic

- What are a student's skills/needs?

Progress Monitoring

- Are they learning?
- Are interventions effective?

Outcome

- Statewide tests

Curriculum-Based Measurement (CBM)

Long research history
- Stan Deno
- Lynn Fuchs
- Doug Fuchs
- Jerry Tindal
- Mark Shinn
- Joe Jenkins
- Jan Hasbrouck
- Joe Hintze
- Michelle Hosp
- Ted Christ
- Many more!

Oral reading fluency correlates highly with reading comprehension.

Measure	Validity Coefficients
Oral Recall/Retell	.70
Cloze	.72
Question Answering	.82
Oral Reading Fluency	.91

Results from a study by Fuchs, Fuchs, Hosp, & Jenkins, SSR, 2001.

Creating Fluency Norms

- Results from one-minute timed readings

- Thousands of students assessed over many years

- Result: Norms in oral reading fluency

Curriculum-Based Norms in Oral Reading Fluency

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

WCPM = Words Correct Per Minute

Hasbrouck, J., & Tindal, G.A. (2006, April). Oral Reading Fluency Norms: A Valuable Assessment Tool for Reading Teachers. *The Reading Teacher* 59(7): 636–644.

Presentation Packet

Reading Assessments

Benchmark Assessment (fall, winter, spring)

- Fall—screen all students: Which students may need extra instruction?
- Winter/spring—screen all students: How are all students progressing? Which students are not at the benchmark?

Diagnostic

- What are a student's skills/needs?

Progress Monitoring

- Are they learning?
- Are interventions effective?

Outcome

- Statewide tests


Using a Benchmark Assessment

- Frequency: Fall, winter, and spring

- Students tested: All students in K–5, students of concern in 6+

- Materials: Grade-level passages

- Procedure: One-minute unpracticed reading

Reading Fluency Benchmark Assessor (RFBA)

What is RFBA?

- 3 passages per grade 1–8
- 3 sets of randomly ordered letters for K–1
- Extensively field tested
- Software reports and recommendations
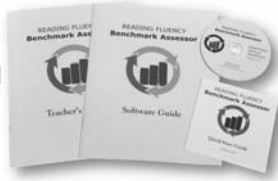
How does RFBA work?
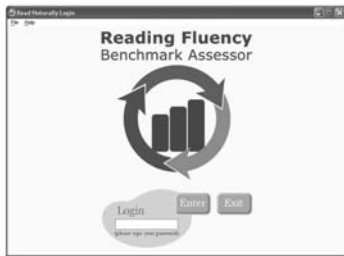
RFBA School Reports

- Summary for the school
- Performance report (by grade)
- Demographic report (by grade)
- Students ranked by scores on most recent test (by grade)

Summary for Pine City Elementary School

School Year: 2007 - 2008   **Report Date:** Tuesday, May 13, 2008
District: Elmira City Schools

LETTER-NAMING PROFICIENCY

Letter-naming proficiency scores are reported in letters correct per minute.

| Grade | Perform-ance | Mean score for grade in school | | | DIBELS™ Benchmark Goals | | | Demo-graphics | Students Ranked by Need |
		Fall	Winter	Spring	Fall	Winter	Spring		
Grade K	📊	10.67	23.92	39.59	08	27	40	📊	📊
Grade 1	📊	38.43	-	-	37	-	-	📊	📊

ORAL READING FLUENCY

Oral reading fluency scores are reported in words correct per minute.

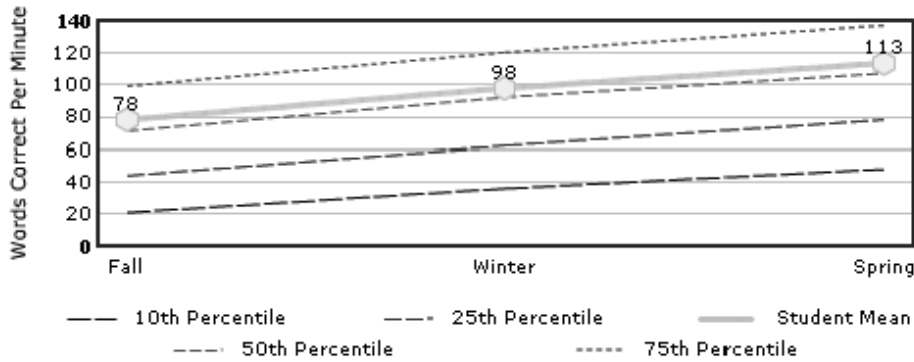| Grade | Perform-ance | Mean score for grade in school | | | National 50th %ile for grade | | | Demo-graphics | Students Ranked by Need |
		Fall	Winter	Spring	Fall	Winter	Spring		
Grade 1	📊	-	33.6	59.17	-	23	53	📊	📊
Grade 2	📊	47.78	65.15	81.49	51	72	89	📊	📊
Grade 3	📊	77.79	97.64	113.32	71	92	107	📊	📊
Grade 4	📊	94.65	112.86	124.67	94	112	123	📊	📊
Grade 5	📊	111.43	126.5	137.35	110	127	139	📊	📊
Grade 6	📊	122.56	136.95	147	127	140	150	📊	📊
Grade 7	📊	129.79	139.13	151.21	128	136	150	📊	📊
Grade 8	📊	133.56	144.49	150.44	133	146	151	📊	📊

School Oral Reading Performance
Grade 3

School Year: 2007 - 2008
District: Elmira City Schools
School: Pine City Elementary School

Report Date: Tuesday, May 13, 2008

GROWTH SUMMARY
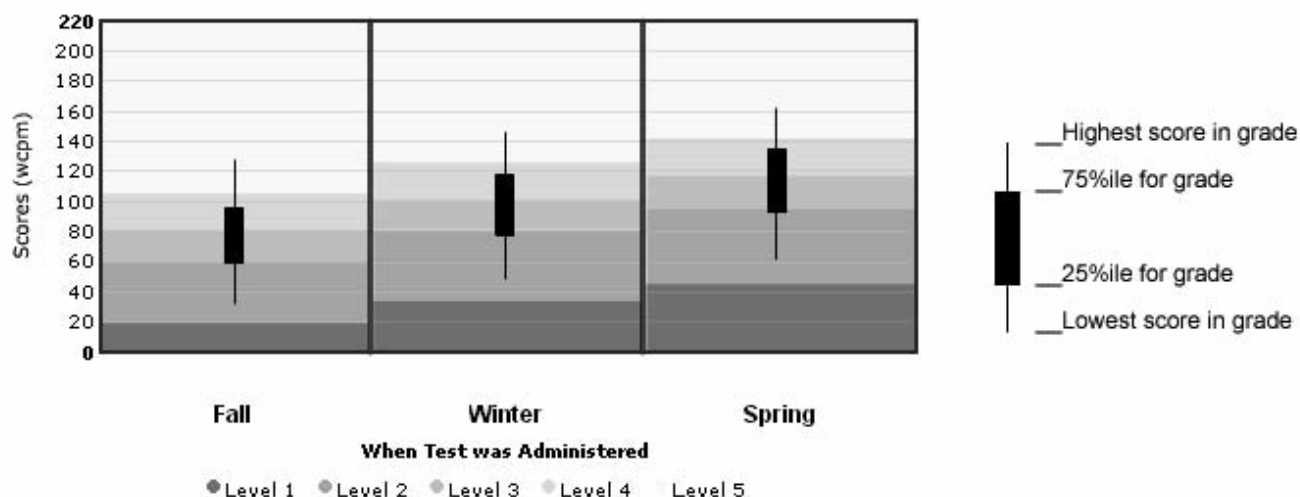
Growth Curve for Continuously Enrolled Students
Grade 3

Legend:
- —— 10th Percentile
- —·— 25th Percentile
- ——— 50th Percentile
- ····· 75th Percentile
- ▬▬ Student Mean

Number of continuously enrolled students: 22

	Fall	Winter	Spring
Grade 3 mean (continuously enrolled students)	77.86	97.64	113.32
National percentile ranking	56	55	55

Words gained since fall

	Winter	Spring
Grade 3 mean	+19.78	+35.46
National 75th percentile	+21	+38
National 50th percentile	+21	+36
National 25th percentile	+18	+34
National 10th percentile	+15	+27

Presentation Packet

Grade 3 Fluency Scores vs. Competency Levels

Scores (wcpm)

When Test was Administered

Fall · Winter · Spring

Highest score in grade
75%ile for grade
25%ile for grade
Lowest score in grade

● Level 1 ● Level 2 ● Level 3 ● Level 4 Level 5

Grade 3 Fluency Scores (in wcpm)	Fall	Winter	Spring
Highest score in grade (School)	128	146	162
75%ile for grade (School / National)	95.75 / 99	117.5 / 120	134.5 / 137
25%ile for grade (School / National)	59 / 44	78 / 62	92.75 / 78
Lowest score in grade (School)	32	48	61
Median for grade (School / National)	77 / 71	97.5 / 92	113 / 107
Mean for grade (School / National)	77.79 / 73.5	97.64 / 91.91	113.32 / 106.91
# of students tested in school	24	22	22

Grade 3 Students by Competency Level

Percent of Students

Fall · Winter · Spring

● Level 1 ● Level 2 ● Level 3 ● Level 4 Level 5
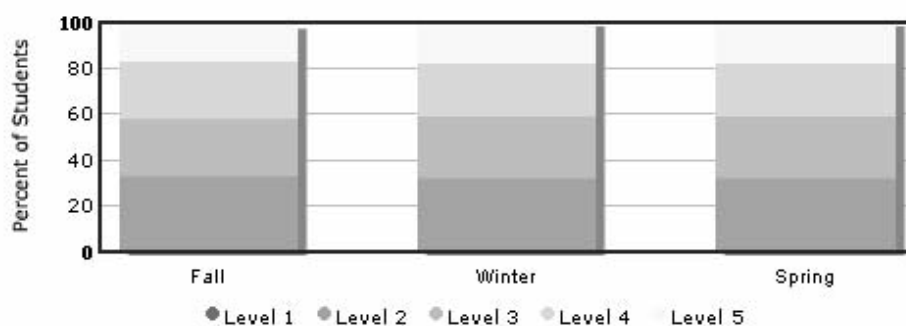
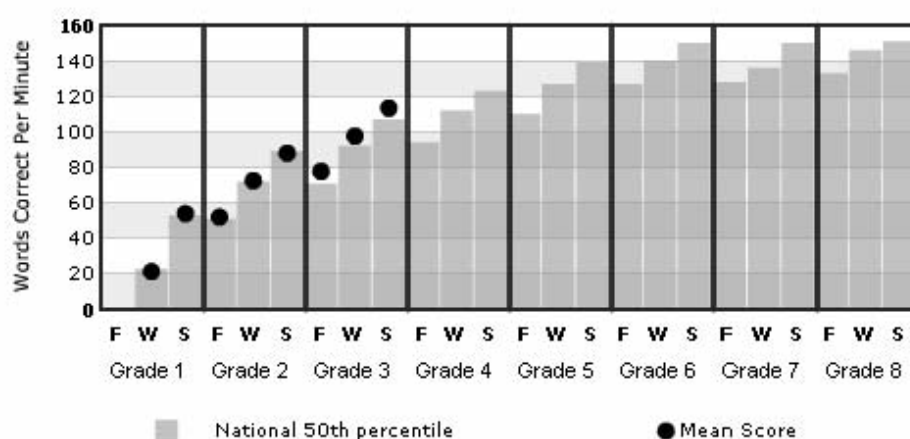|	Number of students			% of students		
Competency level	Fall	Winter	Spring	Fall	Winter	Spring
Level 5: 80th percentile & up	4	4	4	16	18	18
Level 4: 60-79th percentile	6	5	5	25	23	23
Level 3: 40-59th percentile	6	6	6	25	27	27
Level 2: 10-39th percentile	8	7	7	33	32	32
Level 1: Below 10th percentile	0	0	0	0	0	0
Total students tested	24	22	22	99*	100*	100*

* Total percentages may not add up to 100 due to cumulative rounding.

Letter-Naming History for Students Currently in Grade 3

Grade	Season	# of students tested	Median score on timed letter-naming (lcpm)	Mean score on timed letter-naming	DIBELS™ Benchmark Goal
Kindergarten	F	24	10	11	8
	W	22	24	23	27
	S	22	39	37	40
Grade 1	F	25	33	35	37

Oral Reading Fluency History for Students Currently in Grade 3

Fluency Scores Compared to Hasbrouck/Tindal 50th Percentile Over Time
(in words correct per minute)

National 50th percentile   ● Mean Score

Grade	Season	# of students tested	Median score (school / national)	Mean score		Grade	Season	# of students tested	Median score (school / national)	Mean score
1	F	0	- / -	-		5	F	0	- / 110	-
	W	25	22 / 23	21.36			W	0	- / 127	-
	S	24	53 / 53	54.28			S	0	- / 139	-
2	F	26	50 / 51	52.37		6	F	0	- / 127	-
	W	23	70 / 72	72.5			W	0	- / 140	-
	S	23	85 / 89	88.42			S	0	- / 150	-
3	F	24	77 / 71	77.79		7	F	0	- / 128	-
	W	22	97.5 / 92	97.64			W	0	- / 136	-
	S	22	113 / 107	113.32			S	0	- / 150	-
4	F	0	- / 94	-		8	F	0	- / 133	-
	W	0	- / 112	-			W	0	- / 146	-
	S	0	- / 123	-			S	0	- / 151	-

Fluency Scores vs. Competency Levels
Grade 3 by English Language Learner Status

When Test was Administered

● Level 1 ● Level 2 ● Level 3 ○ Level 4 ○ Level 5
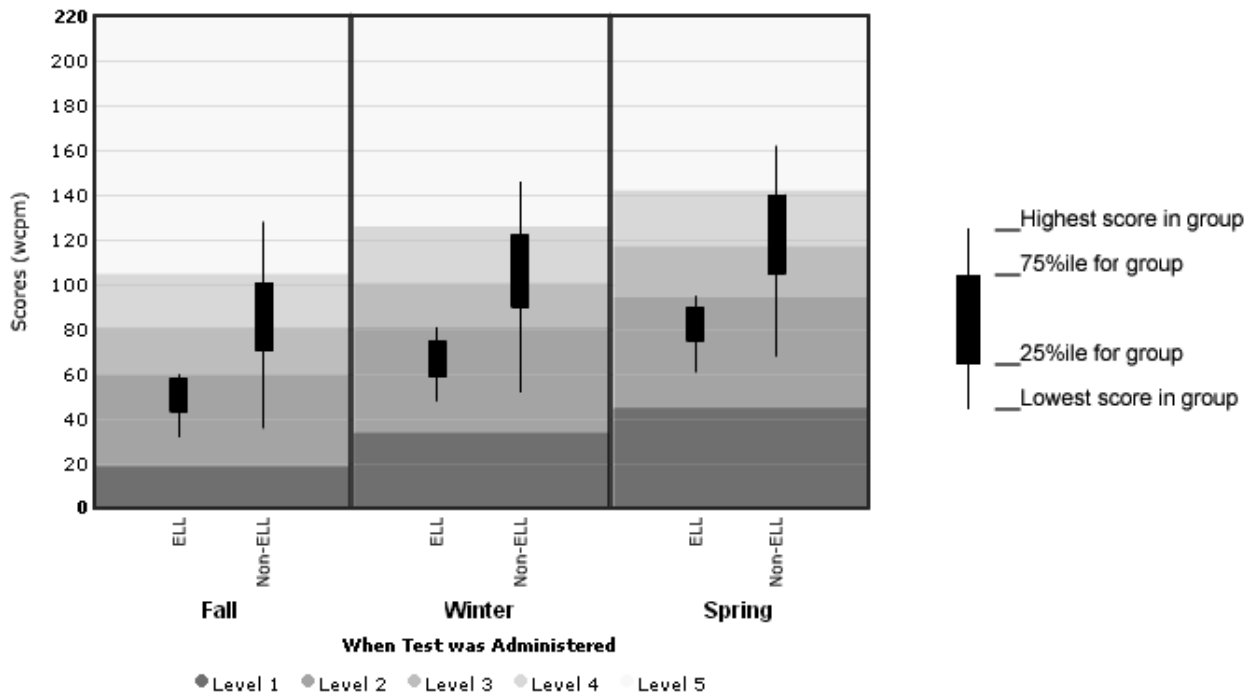
	# Tested in Grade			% of Grade			# at Risk			% at Risk		
ELL	F	W	S	F	W	S	F	W	S	F	W	S
ELL	6	5	5	25	23	23	6	5	5	100	100	100
Non-ELL	18	17	17	75	77	77	2	2	2	11	12	12
Total*	24	22	22	100	100	100	8	7	7	33	32	32

*Total percentages may not equal 100 due to cumulative rounding.

Mean Scores by ELL Status (Continuously Enrolled Students)

	# of Continuously Enrolled Students	Mean Score			National %ile		
ELL		F	W	S	F	W	S
ELL	5	47.6	66.8	81.4	28	28	27
Non-ELL	17	86.76	106.71	122.71	64	63	63
Total	22	77.86	97.64	113.32	56	55	55

RFBA Teacher Reports

• Summary of teacher's students
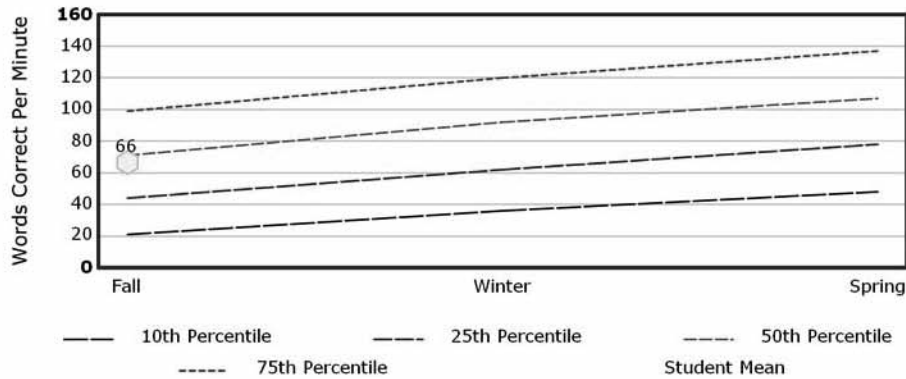• Results of teacher's students
• Student details

_____

_____

_____

_____

_____

_____

_____

Grade 3 Oral Reading Results for Homeroom Students of Kim Carlton

School Year: 2007 - 2008   **Report Date:** Friday, September 15, 2007
District: Elmira City Schools
School: Pine City Elementary School

ORAL READING FLUENCY

Fluency Scores of Current Students Compared to National Norms

—— 10th Percentile   —— 25th Percentile   —— 50th Percentile
----- 75th Percentile   Student Mean

Student Fluency Scores

Student	Score (wcpm)			Errors			National %ile		
	F	W	S	F	W	S	F	W	S
Hasbrouck/Tindal 50th percentile	71	92	107	-	-	-	-	-	-
Arnsen, Chris	60	-	-	7	-	-	39	-	-
Brockton, Claire	94	-	-	0	-	-	71	-	-
Campbell, Victor	103	-	-	1	-	-	78	-	-
Crispen, Luke	46	-	-	7	-	-	27	-	-
di Tito, Cecilia	62	-	-	7	-	-	41	-	-
Graham, Adam	75	-	-	10	-	-	53	-	-
Greene, Roger	70	-	-	7	-	-	49	-	-
Holmes, Chad	65	-	-	10	-	-	44	-	-
Macorkle, Chip	85	-	-	1	-	-	63	-	-
Morris, Kayla	41	-	-	10	-	-	23	-	-
O'Connor, Cailyn	18	-	-	13	-	-	8	-	-
Owens, Scott	74	-	-	4	-	-	52	-	-
Ryan, Bruce	23	-	-	15	-	-	11	-	-
Truman, Taylor	50	-	-	12	-	-	30	-	-
Walker, Josephine	138	-	-	0	-	-	93	-	-
Watson, Laura	62	-	-	5	-	-	41	-	-
Yang, David	60	-	-	7	-	-	39	-	-
Young, Maggie	70	-	-	10	-	-	49	-	-
Mean for students listed	66.44	-	-	7	-	-	-	-	-
Standard deviation	28.09	-	-	4.5	-	-	-	-	-
Median for students listed	63.5	-	-	7	-	-	-	-	-

Fluency Scores of Continuously Enrolled Students Compared to National Norms

Fluency Scores of Continuously Enrolled Students
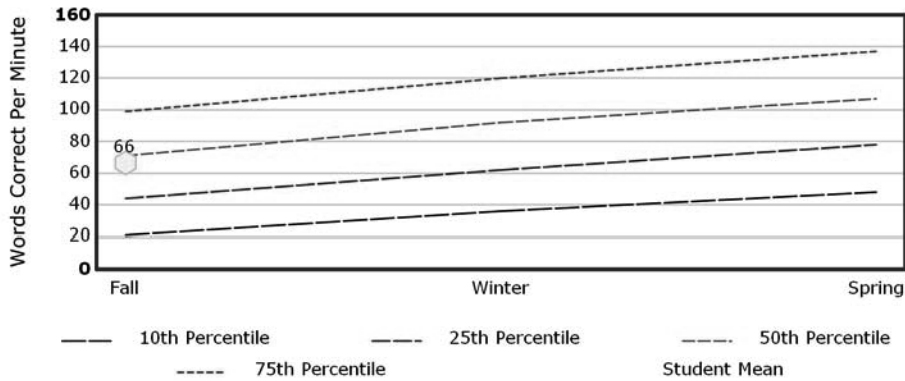
Number of continuously enrolled students: 18

	Fall	Winter	Spring
Mean score (wcpm)	66.44	-	-
National percentile	45	-	-

Competency Levels - Students of Kim Carlton in Grade 3
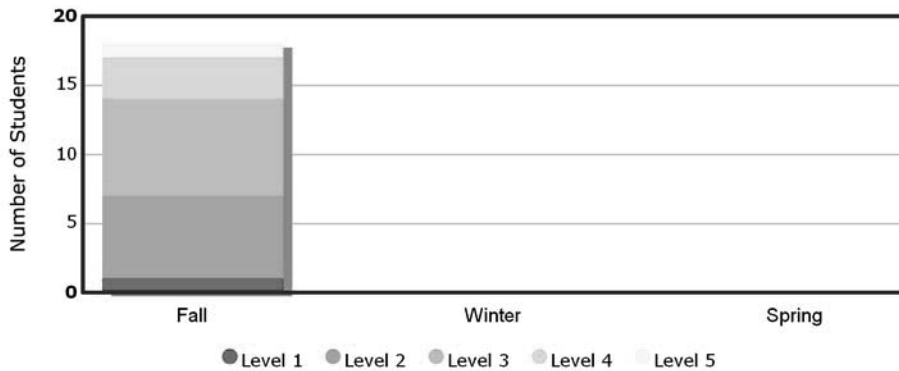
	Number of students		
Competency level	**Fall**	**Winter**	**Spring**
Level 5: 80th percentile & up	1	0	0
Level 4: 60-79th percentile	3	0	0
Level 3: 40-59th percentile	7	0	0
Level 2: 10-39th percentile	6	0	0
Level 1: Below 10th percentile	1	0	0
Total students tested	18	0	0

Rank	Student	Scores (wcpm)			Words per week change since fall	Target	National percentile			Competency level		
		Fall	Winter	Spring			Fall	Winter	Spring	Fall	Winter	Spring
Level 5: Considerably above median range 80th percentile and up												
1	Walker, Josephine	138	-	-	-	107	93	-	-	5	-	-
Level 4: Above median range 60 - 79th percentile												
2	Campbell, Victor	103	-	-	-	107	78	-	-	4	-	-
3	Brockton, Claire	94	-	-	-	107	71	-	-	4	-	-
4	Macorkle, Chip	85	-	-	-	107	63	-	-	4	-	-
Level 3: Median range 40 - 59th percentile												
5	Graham, Adam	75	-	-	-	107	53	-	-	3	-	-
6	Owens, Scott	74	-	-	-	107	52	-	-	3	-	-
7t	Greene, Roger	70	-	-	-	107	49	-	-	3	-	-
7t	Young, Maggie	70	-	-	-	107	49	-	-	3	-	-
9	Holmes, Chad	65	-	-	-	107	44	-	-	3	-	-
10t	di Tito, Cecilia	62	-	-	-	107	41	-	-	3	-	-
10t	Watson, Laura	62	-	-	-	107	41	-	-	3	-	-
Level 2: Below median range 10 - 39th percentile												
12t	Arnsen, Chris	60	-	-	-	107	39	-	-	2	-	-
12t	Yang, David	60	-	-	-	107	39	-	-	2	-	-
14	Truman, Taylor	50	-	-	-	107	30	-	-	2	-	-
15	Crispen, Luke	46	-	-	-	107	27	-	-	2	-	-
16	Morris, Kayla	41	-	-	-	107	23	-	-	2	-	-
17	Ryan, Bruce	23	-	-	-	107	11	-	-	2	-	-
Level 1: Considerably below median range Below 10th percentile												
18	O'Connor, Cailyn	18	-	-	-	107	8	-	-	1	-	-
Untested on most recent test												

Student Oral Reading Details for
Chris Arnsen

School Year: 2007 - 2008

Report Date: Friday, September 15, 2007

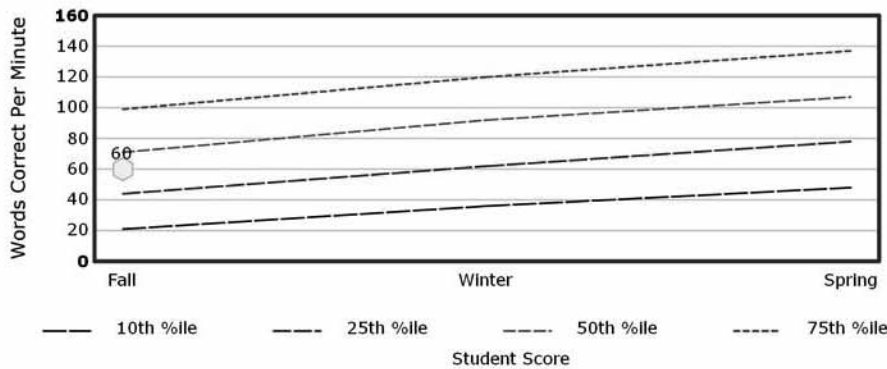**Homeroom Teacher:** Kim Carlton
Reading Teacher: Molly O'Connor
Grade: 3

Student's Scores vs. Hasbrouck-Tindal National Norms

| | —— 10th %ile | —— 25th %ile | —— 50th %ile | ----- 75th %ile |

Student Score

	Fall	**Winter**	**Spring**
Test Date	09/10/2007	-	-
Score (wcpm)	60	-	-
Errors	7	-	-
Expression	2	-	-
National Percentile	39	-	-
Competency Level	2	-	-

*If the student was tested on fewer than three passages for a season, an asterisk follows the score.

		Fall to Winter	**Fall to Spring**
Student's Words Gained Per Week	-	-	-
Typical Words Gained Per Week	-	+1.31	+1.09

Standardized Test Comprehension Score

| Test date: 04/12/2007 | Test: Gates-McGinitie | Percentile: 37 | NCE: 43 |

Early Fluency Indicator - Letter-Naming History

Letter-Naming Scores Compared to DIBELS(tm) Benchmark Goals

— Benchmark Goal   ▬ Student Score
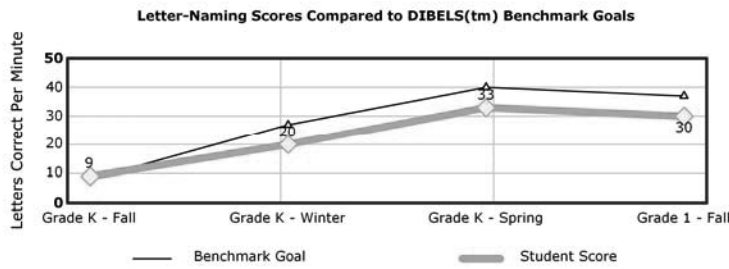
Grade	Season	Score on Timed Letter-Naming (letters correct per minute)
Grade K	F	9
	W	20
	S	33
Grade 1	F	30

Use the following guidelines, based on DIBELS™ Indicators of Risk, to help you interpret the student's scores. Scores are expressed in letters correct per minute.
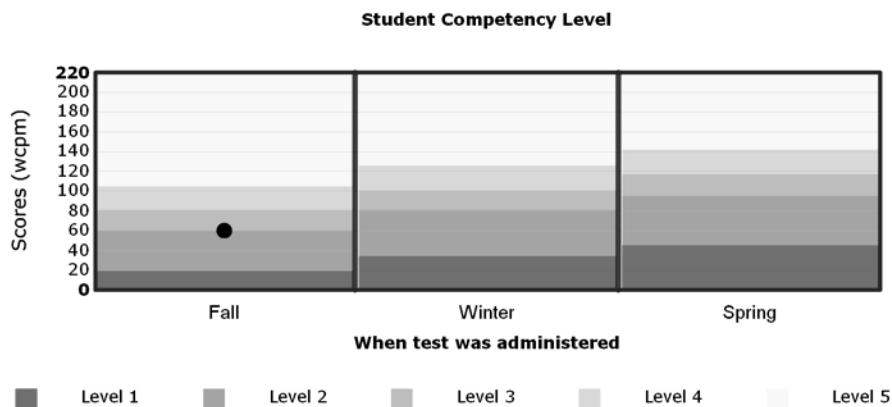
Grade	Season		
Grade K	F	below 2	At risk
		2 to 8	Some risk
	W	below 15	At risk
		15 to 27	Some risk
	S	below 29	At risk
		29 to 40	Some risk
Grade 1	F	below 25	At risk
		25 to 37	Some risk

Oral Reading Fluency History

Fluency Scores Compared to Hasbrouck/Tindal 50th Percentile Over Time

(in words correct per minute)

National 50th percentile   ● Student Score

Grade	Season	Score	Nat %	Grade	Season	Score	Nat %	Grade	Season	Score	Nat %
1	F	-	-	4	F	-	-	7	F	-	-
	W	17	38		W	-	-		W	-	-
	S	43	40		S	-	-		S	-	-
2	F	36	36	5	F	-	-	8	F	-	-
	W	56	35		W	-	-		W	-	-
	S	76	37		S	-	-		S	-	-
3	F	60	39	6	F	-	-				
	W	-	-		W	-	-				
	S	-	-		S	-	-				

**Student Competency Level**

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |

In the most recent test session, this student fell into **Level 2**.

Consider these instructional interventions:

Level 2:
Below median range
10 - 39th percentile
WCPM:
Fall 21 ≤ s < 61
Winter 36 ≤ s < 82
Spring 48 ≤ s < 96

- Monitor fluency progress weekly or monthly.
- Teach fluency using a fluency-building program.
- Assess high-frequency words; teach if needed.
- Assess decoding; teach if needed.
- If decoding is weak, assess phonemic awareness; teach if needed.
- Assess comprehension; teach skills and strategies if needed.
- Assess vocabulary; build spoken and written vocabulary if needed.

Student Fluency Scores vs. District/Teacher-Determined Target

Actual Score   ——— Student Target
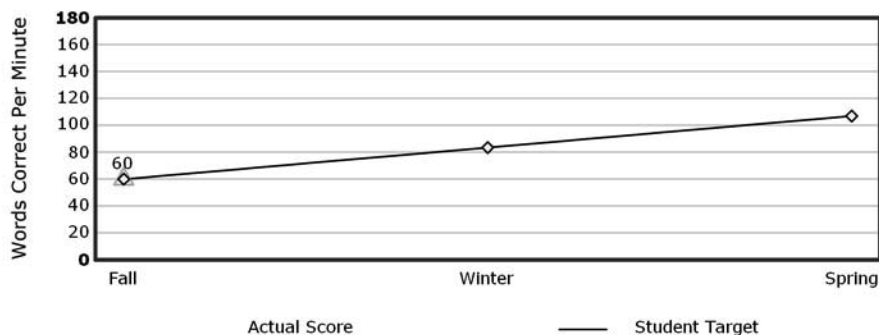
Student Target for Spring, set by district or teacher, in wcpm: 107

	Fall	Winter	Spring
Actual Score (wcpm)	60	-	-

*If the student was tested on fewer than three passages for a season, an asterisk follows the score.

Words Missed

Patterns in the words missed (for example, multi-syllable words, long vowels, blends, etc.) may indicate the student needs extra instruction in a certain area.

	Fall	Winter	Spring
Reported errors*	7	-	-
Passage A	blustery covered blown mounds giant vanilla windowpanes sidewalks slippery	-	-
Passage B	important season Robins season far year championship outs	-	-
Passage C	considered enjoy activity enjoy Whether	-	-

* The average number of reported errors may not match the average number of words listed here for a season if the number of reported errors was manually altered after the assessment was completed. If errors are reported but no words are listed, the student was assessed using the paper method and scores were entered manually. Missed words are listed only for students who were assessed electronically.

What's the next step?

Take a minute to consider what to do next for Chris.

Reading Assessments

Benchmark Assessment (fall, winter, spring)
- Fall—screen all students: Which students may need extra instruction?
- Winter/spring—screen all students: How are all students progressing? Which students are not at the benchmark?

Diagnostic
- What are a student's skills/needs?

Progress Monitoring
- Are they learning?
- Are interventions effective?

Outcome
- Statewide tests

Using a Diagnostic Assessment

- Frequency: When need is identified

- Students tested: Students with areas of concern

- Materials: Diagnostic assessments matching the area of concern

- Procedure: Students read items from the assessment to determine skills and needs

Quick Phonics Screener (QPS)

QPS

What is QPS?

- Diagnose phonics & decoding concerns K–12
- Three equivalent forms
- Quickly identifies student strengths & needs

QPS
Quick Phonics Screener
SECOND EDITION
a diagnostic phonics assessment
Examiner's Manual
Dr. Jan Hasbrouck

QPS Phonics Patterns

- Letter names and sounds
- VC/CVC words
- Common & advanced digraphs
- CVCC/CCVC words
- Silent e
- R-controlled vowels
- Advanced & silent consonants
- Vowel digraphs/diphthongs
- Prefixes & suffixes
- Multisyllabic words

QPS
Quick Phonics Screener
SECOND EDITION
a diagnostic phonics assessment
Examiner's Manual
Dr. Jan Hasbrouck

How does QPS work?
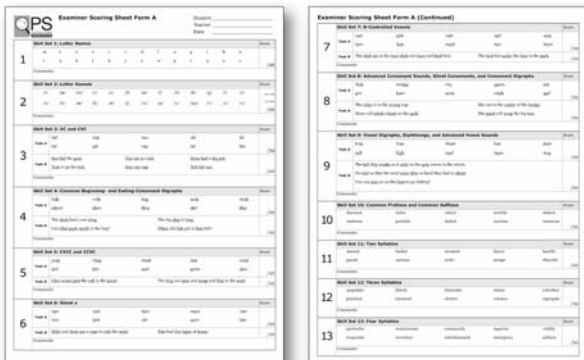
QPS Examiner Scoring Sheet for Chris

...iner Scoring Sheet Form A (Continued)

	Skill Set 7: R-Controlled Vowels					Score
7	**Task A**	cort pirk *pork* varb *vab* serl surp tarn *turn* forp murk tirn *tin* kerm				**6** /10
	Task B	The <u>dark</u> <u>tar</u> on his <u>torn</u> <u>shirt</u> can <u>burn</u> and <u>hurt</u> him. The <u>bird</u> hid <u>under</u> the <u>fern</u> in the <u>park</u>. *dare tear* *short*				**7** /10
	Comments: *fairly confident*					

	Skill Set 8: Advanced Consonant Sounds, Silent Consonants, and Consonant Digraphs					Score
8	**Task A**	litch mudge *mud* vux quam kept cep gen *guh-en* knaz *k-naz* wrop *wap* satch quif				**5** /10
	Task B	The <u>cider</u> is in the <u>wrong</u> cup. She ran to the <u>center</u> of the <u>bridge</u>. *kider* *canter* *badge* Mom will <u>stitch</u> a <u>knot</u> on the <u>quilt</u>. The <u>giant</u> will <u>wrap</u> the big <u>box</u>. *great*				**6** /10
	Comments: *slowing down*					

	Skill Set 9: Vowel Digraphs, Diphthongs, and Advanced Vowel Sounds					Score
9	**Task A**	kray fraw *frat* chout *choke* koe pod *poid* galt *get* kigh naif *naf* toam my *moy*				**4** /10
	Task B	The <u>tall</u> ship <u>creaks</u> as it <u>sails</u> on the <u>gray</u> waves in the storm. *tale* *sat* He <u>told</u> us that the wind <u>soon</u> <u>blew</u> so hard they had to <u>shout</u>. *stop* *flew* Can you <u>join</u> us on the <u>boat</u> to go fishing? *Jon* *bat*				**4** /10
	Comments: *slow, cautious* //Stop					

	Skill Set 10: Common Prefixes and Common Suffixes					Score
10	discount index return confide station					
	madness portable fastest careless nonsense					
	Comments:					

What's the next step?

Take a minute to consider what to do next for Chris.

Reading Assessments

Benchmark Assessment (fall, winter, spring)
- Fall—screen all students: Which students may need extra instruction?
- Winter/spring—screen all students : How are all students progressing? Which students are not at the benchmark?

Diagnostic
- What are a student's skills/needs?

Progress Monitoring
- Are they learning?
- Are interventions effective?

Outcome
- Statewide tests

Using a Progress Monitoring Assessment

- Frequency: Weekly, bi-monthly, or monthly

- Students tested: Students receiving intervention

- Materials: Instructional-level passages

- Procedure: One minute, unpracticed reading

Reading Fluency Progress Monitor (RFPM)

What is RFPM?

- Grades 1–8

- Sets of 30 passages per level

- Extensively field tested for reliability and validity

How does RFPM work?

- Choose passages at instructional level

- Collect baseline data

- Student reads passage for one minute

- Average and plot scores on graph

Hasbrouck/Tindal Normative Table (2005)

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	AWI** (words growth per week)
1	90		81	111	1.9
	75		47	82	2.2
	50		23	53	1.9
	25		12	28	1.0
	10		6	15	0.6
2	90	106	125	142	1.1
	75	79	100	117	1.2
	50	51	72	89	1.2
	25	25	42	61	1.1
	10	11	18	31	0.6
3	90	128	146	162	1.1
	75	99	120	137	1.2
	50	71	92	107	1.1
	25	44	62	78	1.1
	10	21	36	48	0.8
4	90	145	166	180	1.1
	75	119	139	152	1.0
	50	94	112	123	0.9
	25	68	87	98	0.9
	10	45	61	72	0.8
5	90	166	182	194	0.9
	75	139	156	168	0.9
	50	110	127	139	0.9
	25	85	99	109	0.8
	10	61	74	83	0.7
6	90	177	195	204	0.8
	75	153	167	177	0.8
	50	127	140	150	0.7
	25	98	111	122	0.8
	10	68	82	93	0.8
7	90	180	192	202	0.7
	75	156	165	177	0.7
	50	128	136	150	0.7
	25	102	109	123	0.7
	10	79	88	98	0.6
8	90	185	199	199	0.4
	75	161	173	177	0.5
	50	133	146	151	0.6
	25	106	115	124	0.6
	10	77	84	97	0.6

*WCPM = words correct per minute

**AWI = average weekly improvement

AWI is the average words per week growth calculated from the scores collected by Hasbrouck/Tindal (2005). The number is calculated by subtracting the fall score from the spring score and dividing the difference by 32, the typical number of weeks between the fall and spring assessments. Because there is no fall assessment in grade 1, the AWI for grade 1 was calculated by subtracting the winter score from the spring score and dividing the difference by 16, the typical number of weeks between the winter and spring assessments.

Setting Spring Targets

Comparing students to national norms provides a snapshot of how students compare to other students. But how do we determine whether a student is making the right amount of growth when comparing the student to himself/herself? Some school districts have predetermined targets for students. If your district does not have predetermined targets, you may want to set them yourself. One way to do so is to use the AWI column from the Hasbrouck/Tindal table.

Follow the steps below to set a spring target for an individual student:

1. Determine how many words per week growth you expect from the student.
    Note: You may use the AWI column in the Hasbrouck/Tindal table as a guide, but keep in mind that the AWI column shows how your student must perform to stay at the *same* percentile ranking. If your student is at a low percentile, you want the student to *exceed* the typical gains in order to move to a higher percentile ranking.

2   Multiply the number of words growth per week you expect by the number of weeks between the fall and spring assessments.

3. Add the value you calculated in step 2 to the student's score on the fall assessment. This number is the target for the spring assessment.

Example: Chris

- Student's Grade: 3

- Fall Assessment Score: 63 WCPM

- Average Weekly Improvement: 1.3 words growth

- Date of Fall Assessment: 9/16

- Planned Date of Spring Assessment: 5/12

- Weeks to Spring Assessment: 34

Calculation for Goal:

- (34 weeks) x (1.3 words growth per week) = 44 words growth (round to nearest whole number)

- (44 words growth) + (current score of 63) = **spring target of 107**

RFPM Weekly Progress Monitoring Graph

Name _Chris_

Monitoring Level _3.0_ ___ Goal _107_ ___ Grade _3_ ___ Class ___ Year ___

Benchmark: Fall _71_ ___ Winter _92_ ___ Spring _107_ ___
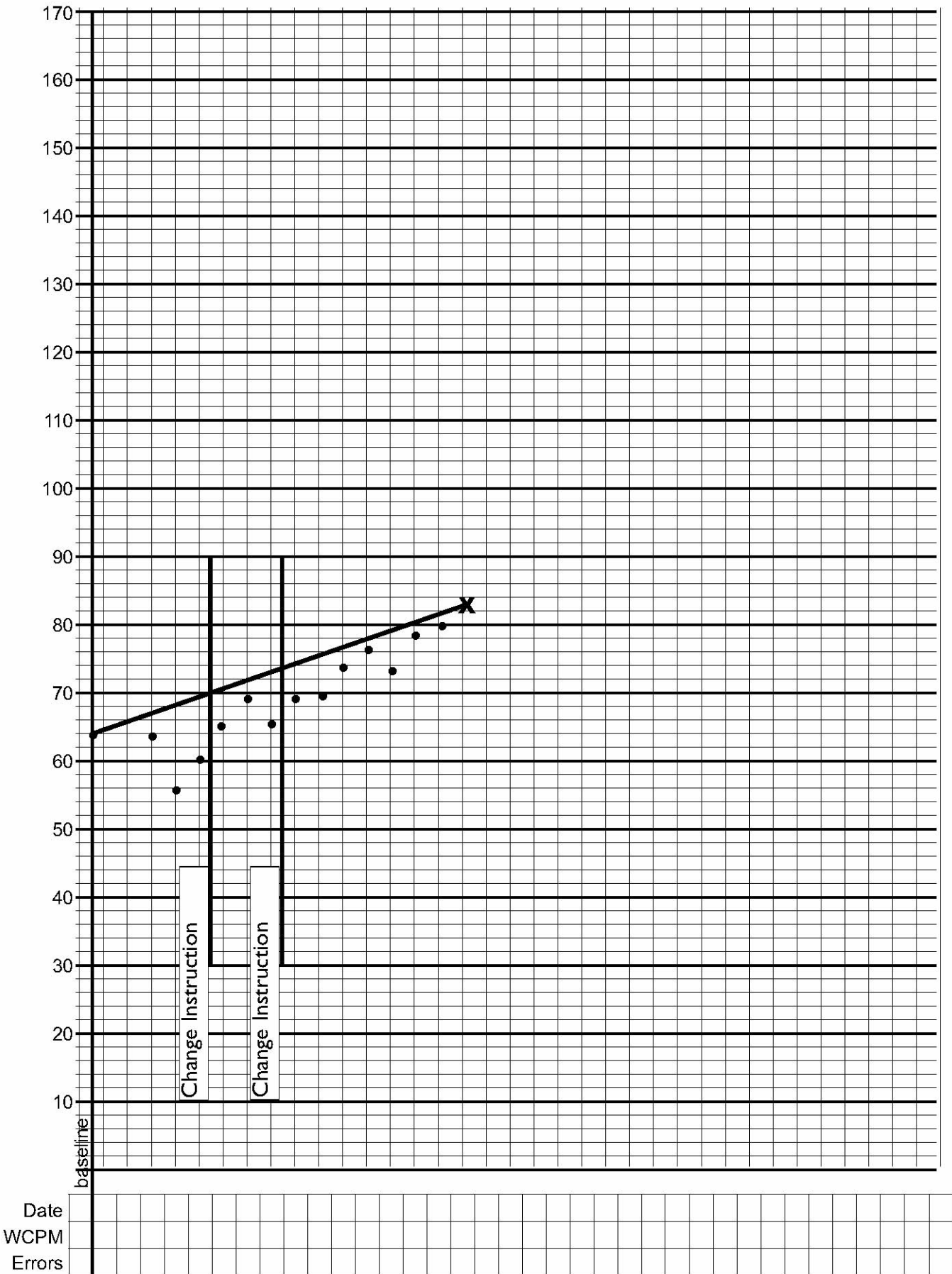
baseline

Change Instruction

Change Instruction

Date																													
WCPM																													
Errors																													

Reading Assessments

Benchmark Assessment (fall, winter, spring)

- Fall—screen all students: Which students may need extra instruction?
- Winter/spring—screen all students: How are all students progressing? Which students are not at the benchmark?

Diagnostic

- What are a student's skills/needs?

Progress Monitoring

- Are they learning?
- Are interventions effective?

Outcome

- Statewide tests

RFBA Spring Report

Is Chris making progress?

Grade 3 Oral Reading Results for Homeroom Students of Kim Carlton

School Year: 2007 - 2008   **Report Date:** Monday, April 28, 2008
District: Elmira City Schools
School: Pine City Elementary School

Fluency Scores of Current Students Compared to National Norms

	10th Percentile		25th Percentile		50th Percentile
	75th Percentile		Student Mean		
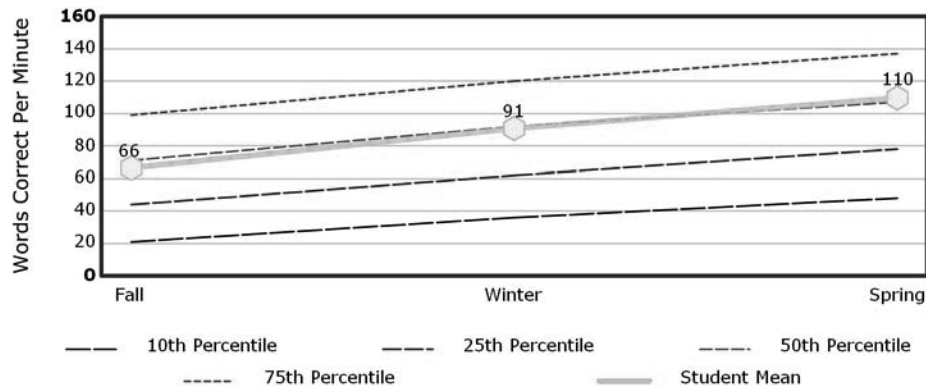
Student Fluency Scores

Student	Score (wcpm)			Errors			National %ile		
	F	W	S	F	W	S	F	W	S
Hasbrouck/Tindal 50th percentile	71	92	107	-	-	-	-	-	-
Arnsen, Chris	60	85	104	7	4	0	39	43	47
Baxter, Cheyenne	-	104	123	-	2	1	-	62	64
Brockton, Claire	94	115	139	0	0	0	71	71	76
Campbell, Victor	103	131	146	1	0	1	78	82	81
Crispen, Luke	46	62	80	7	8	6	27	25	26
di Tito, Cecilia	62	85	101	7	4	4	41	43	44
Graham, Adam	75	93	112	10	7	3	53	51	54
Greene, Roger	70	91	112	7	5	3	49	49	54
Holmes, Chad	65	85	106	10	8	4	44	43	49
Macorkle, Chip	85	111	128	1	1	0	63	68	68
Morris, Kayla	41	-	-	10	-	-	23	-	-
O'Connor, Cailyn	18	35	48	13	11	7	8	9	10
Owens, Scott	74	93	116	4	1	0	52	51	58
Ryan, Bruce	23	46	62	15	9	7	11	15	16
Truman, Taylor	50	73	94	12	10	7	30	32	38
Walker, Josephine	138	158	175	0	0	0	93	94	94
Watson, Laura	62	88	105	5	3	1	41	46	48
Yang, David	60	85	105	7	3	1	39	43	48
Young, Maggie	70	93	117	10	7	2	49	51	59
Mean for students listed	66.44	90.72	109.61	7	4.61	2.61	-	-	-
Standard deviation	28.09	28.41	29.14	4.5	3.65	2.64	-	-	-
Median for students listed	63.5	89.5	109	7	4	1.5	-	-	-

Fluency Scores of Continuously Enrolled Students Compared to National Norms

- ——— 10th Percentile
- —— — 25th Percentile
- —— —. 50th Percentile
- ----- 75th Percentile
- ——— Student Mean
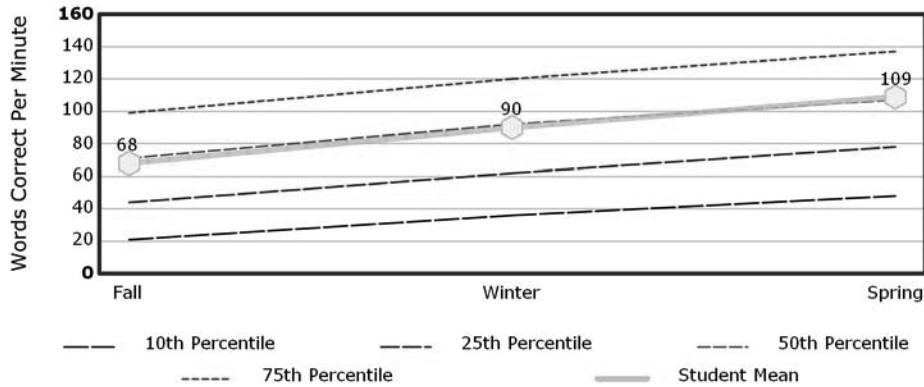
Fluency Scores of Continuously Enrolled Students

Number of continuously enrolled students: 17

	Fall	Winter	Spring
Mean score (wcpm)	67.94	89.94	108.82
National percentile	46	47	51

COMPETENCY SUMMARY

Competency Levels - Students of Kim Carlton in Grade 3

● Level 1 ● Level 2 ● Level 3 ○ Level 4 ○ Level 5
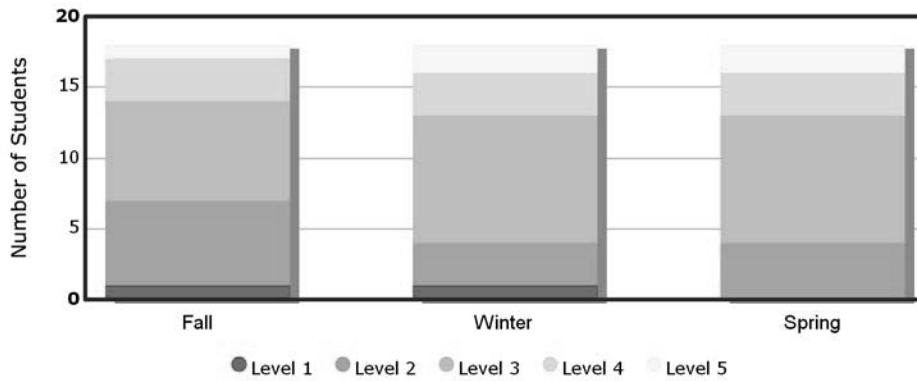
	Number of students		
Competency level	Fall	Winter	Spring
Level 5: 80th percentile & up	1	2	2
Level 4: 60-79th percentile	3	3	3
Level 3: 40-59th percentile	7	9	9
Level 2: 10-39th percentile	6	3	4
Level 1: Below 10th percentile	1	1	0
Total students tested	18	18	18

Rank	Student	Scores (wcpm)			Words per week change since fall	Target	National percentile			Competency level		
		Fall	Winter	Spring			Fall	Winter	Spring	Fall	Winter	Spring
Level 5: Considerably above median range 80th percentile and up												
1	Walker, Josephine	138	158	175	+1.12	107	93	94	94	5	5	5
2	Campbell, Victor	103	131	146	+1.3	107	78	82	81	4	5	5
Level 4: Above median range 60 - 79th percentile												
3	Brockton, Claire	94	115	139	+1.36	107	71	71	76	4	4	4
4	Macorkle, Chip	85	111	128	+1.3	107	63	68	68	4	4	4
5	Baxter, Cheyenne	-	104	123	-	107	-	62	64	-	4	4
Level 3: Median range 40 - 59th percentile												
6	Young, Maggie	70	93	117	+1.42	107	49	51	59	3	3	3
7	Owens, Scott	74	93	116	+1.27	107	52	51	58	3	3	3
8t	Graham, Adam	75	93	112	+1.12	107	53	51	54	3	3	3
8t	Greene, Roger	70	91	112	+1.27	107	49	49	54	3	3	3
10	Holmes, Chad	65	85	106	+1.24	107	44	43	49	3	3	3
11t	Watson, Laura	62	88	105	+1.3	107	41	46	48	3	3	3
11t	Yang, David	60	85	105	+1.36	107	39	43	48	2	3	3
13	Arnsen, Chris	60	85	104	+1.33	107	39	43	47	2	3	3
14	di Tito, Cecilia	62	85	101	+1.18	107	41	43	44	3	3	3
Level 2: Below median range 10 - 39th percentile												
15	Truman, Taylor	50	73	94	+1.33	107	30	32	38	2	2	2
16	Crispen, Luke	46	62	80	+1.03	107	27	25	26	2	2	2
17	Ryan, Bruce	23	46	62	+1.18	107	11	15	16	2	2	2
18	O'Connor, Cailyn	18	35	48	+0.91	107	8	9	10	1	1	2
Level 1: Considerably below median range Below 10th percentile												
Untested on most recent test												
	Morris, Kayla	41	-	-	-	107	23	-	-	2	-	-

Score
is the average number of words correct per minute (wcpm) that the student read when tested on three grade-level passages.

Errors
is the average number of errors the student made per passage based on the student's reading of the three grade-level passages.

National %ile
shows the percentile where the student's score falls using the Hasbrouck/Tindal national norms (2005). For example, a percentile of 65 for a second grade student means the average number of words the student read correctly in a minute was higher than the number of words that 65% of second grade students nationally were able to read in a minute when tested on grade-level material.

Hasbrouck/Tindal 50th percentile
lists the national median score for students in the specified grade and season, based on the Hasbrouck/Tindal national norms (2005). This score, reported in words correct per minute, is listed for comparison.

Mean for students listed
is the average score, in words correct per minute (wcpm), of the students listed in the report for the specified season.

Standard deviation
is the average amount that the scores of the students listed differ from the mean score, ignoring the sign of the difference. This is a measure of variability; a small standard deviation suggests that the students performed similarly on the assessment, and a large standard deviation indicates the students did not perform the same.

Median for students listed
is the median score, in words correct per minute (wcpm), for the students listed in the report for the specified season. The median score represents the score below which 50% of the students listed scored.

ORAL READING FLUENCY - CONTINUOUSLY ENROLLED STUDENTS

Number of continuously enrolled students
is the number of continuously enrolled students listed in this report. Students are considered continuously enrolled if they are tested in each possible testing season during the school year. Therefore, scores for students who leave or enter the class in mid-year are not included in this section of the report.

Mean score
is the average score of the continuously enrolled students for fall, winter, or spring, measured in words correct per minute.

National percentile is the national percentile ranking of the mean for the continuously enrolled students.

COMPETENCY SUMMARY

Competency level
is a rating system used by Reading Fluency Benchmark Assessor to categorize students according to their instructional needs, ranging from Level 1 (considerably below median range) to Level 5 (considerably above median range), as shown below. The level is based on a student's percentile in the Hasbrouck/Tindal national norms (2005).

For students in this level:	Consider these instructional interventions:
Level 1: Considerably below expected range Below 10th percentile for grade	• Consider pre-referral Special Education interventions. • Monitor fluency progress weekly. • Teach fluency using a fluency-building program. • Assess high-frequency words; teach if needed. • Assess decoding; teach if needed. • If decoding is weak, assess phonemic awareness; teach if needed. • Assess comprehension; teach skills and strategies if needed. • Assess vocabulary; build spoken and written vocabulary if needed.

Level 2: **Below expected range** 10 - 39th percentile in grade	• Monitor fluency progress weekly or monthly. • Teach fluency using a fluency-building program. • Assess high-frequency words; teach if needed. • Assess decoding; teach if needed. • If decoding is weak, assess phonemic awareness; teach if needed. • Assess comprehension; teach skills and strategies if needed. • Assess vocabulary; build spoken and written vocabulary if needed.
Level 3: **Within expected range** 40 - 59th percentile in grade	• Monitor fluency progress monthly. Teach fluency if needed. • Assess decoding; teach if needed. • Assess comprehension; teach skills and strategies if needed. • Assess vocabulary; build spoken and written vocabulary if needed.
Level 4: **Above expected range** 60 - 79th percentile in grade	• Continue monitoring fluency progress seasonally using Reading Fluency Benchmark Assessor. • Assess comprehension. If at or exceeds expectations, challenge with high-level comprehension and extend spoken and written vocabulary. If below expectations, teach comprehension skills and strategies if needed and build spoken and written vocabulary.
Level 5: **Considerably above expected range** 80th percentile and up	• Assess comprehension. If at or exceeds expectations, challenge with high-level comprehension and extend spoken and written vocabulary. If below expectations, teach comprehension skills and strategies if needed and build spoken and written vocabulary.

Number of students
(by competency level) reports the number of students listed who fall into the specified competency level for the specified season. This is reported on all students tested in the given season, not just those who were continuously enrolled for the entire year.

STUDENTS RANKED BY SCORES ON MOST RECENT TEST

Rank
is the student's rank compared to other students listed, based on his or her score from the most recent assessment session. The table groups students by competency level, described above. A "t" appended to the rank number indicates a tie; students with tied scores in the most recent season are listed alphabetically within the tie. Students not tested in the most recent session are listed, unranked, at the end of the report.

Scores
are the average number of words correct per minute (wcpm) that the student read when tested on three grade-level passages during the assessment session.

Words per week change since fall
is the average number of words the student has changed each week between the fall testing session and the current testing session. If the student was not tested in the fall session and the current session, this value cannot be reported.

Target
is a district goal or an individual goal set by the teacher for the student to meet by the spring. The target is measured in words correct per minute. If no target is listed, no target was entered for the student.

National percentile
shows the percentile at which the student's score falls, based on the Hasbrouck/Tindal national norms (2005). For example, a percentile of 53 for a second grade student means the average number of words that student read correctly in a minute was the same or higher than the number of words that 53% of second grade students reading grade-level material were able to read in a minute. The report lists percentiles from the fall, winter, and spring assessment sessions for the school year.

Assessment Review

	Benchmark (RFBA, Benchmark Assessor Live)	Diagnostic (QPS)	Progress Monitoring (RFPM)
Type	Screening and monitoring	Diagnosing	Monitoring
Materials	3 passages per grade	3 equivalent forms	30 passages per grade
Frequency	Fall, winter, & spring	When need is identified	Weekly, bi-monthly, or monthly
Students tested	All	Students with areas of concern	Students receiving intervention
Level of passage	Grade level	N/A	Instructional level

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Read Naturally Curricula and Assessments

Read Live
Read Live is a comprehensive set of research-based programs. It assesses reading and engages students with motivational curriculum that support fluency, vocabulary, comprehension, and phonics. Read Live's web-based software includes Read Naturally Live, a reading intervention program, and Benchmark Assessor Live, an oral reading fluency assessment.

Read Naturally Masters Edition (ME)
Read Naturally ME implements teacher modeling, repeated reading, and progress monitoring to accelerate reading achievement. Students build fluency using printed stories and audio recordings. Resources are also available to enable blind and visually impaired students to take advantage of Read Naturally ME.

Read Naturally Software Edition (SE)
Read Naturally SE implements teacher modeling, repeated reading, and progress monitoring to accelerate reading achievement. Students build fluency using computer software with stories and audio included.

Group and Tutoring Edition (GATE)
GATE combines direct instruction for phonemic awareness, phonics, and fluency while supporting comprehension for small groups. Each lesson includes a teacher script and nonfiction story.

One Minute Reader®
One Minute Reader is a home reading program based on the Read Naturally strategy. One Minute Reader is a motivating system that improves fluency and comprehension.

Word Warm-ups®
Word Warm-ups is a quick, timed, independent program for developing mastery and automaticity in decoding words with common phonics patterns, two-syllable word patterns, prefixes and suffixes, and multisyllabic words with Latin and Greek roots.

Take Aim! at Vocabulary™
Take Aim is a vocabulary program that teaches students sophisticated, high-quality words in a set of audio-supported lessons. Target words are taught in the context of high-interest, nonfiction stories.

Signs for Sounds™
Signs for Sounds teaches phonics and irregular high-frequency words through spelling. This teacher-directed program can be used as a beginning spelling or intervention program for individual students or groups.

Reading Fluency Benchmark Assessor (RFBA)
RFBA is a benchmark assessment used to quickly assess students' reading fluency. RFBA includes field-tested passages and software reports with information that helps educators plan instruction or interventions.

Reading Fluency Progress Monitor (RFPM)
RFPM is a progress monitoring assessment, which enables educators to closely monitor the development of students receiving targeted fluency instruction. Each level includes field-tested passages, instructions, and graphs for recording results.

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QPS is an informal, individually administered diagnostic assessment. Educators can use the results to plan instruction or intervention in basic word-reading and decoding skills.

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Read Naturally's Reading Assessments Evaluation

Position (check all that apply)

☐ Classroom Teacher ☐ Reading Specialist ☐ Title I Teacher ☐ ELL/ESL Teacher
☐ RTI Coordinator ☐ Technology Specialist ☐ District Administrator ☐ Curriculum Director
☐ Speech Pathologist ☐ Professor ☐ Parent ☐ Library/Media Specialist
☐ Student ☐ Psychologist ☐ Administrator ☐ Tutor
☐ Spec. Ed. Teacher ☐ Principal ☐ 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 in your work? (None) 1 2 3 4 5 (Very Much)

Comments _____

_____

3 How can we improve this presentation?_____

_____

_____

Provide your contact information if you would like more information.
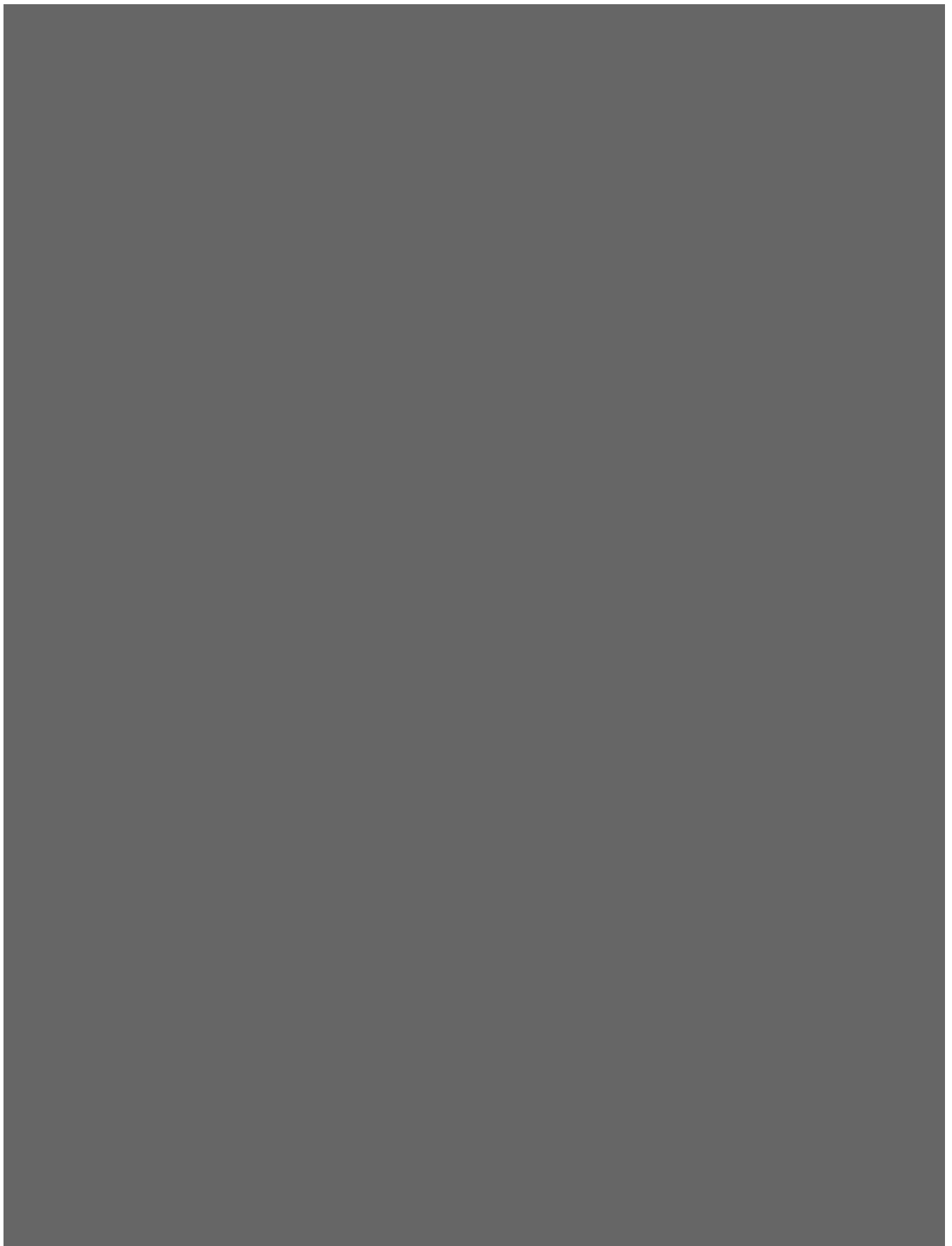
Name _____

Email (Required) _____

School Name _____

School Address (Mailing) _____

City _____ State/Province _____ Zip/Postal Code _____

School Phone (_____)_____

☐ (check if this is your home address)