Unit 4 • Module 2:
Interpreting and Implementing Assessment Results

Section 1

Slide 1—Title Slide

Welcome to the second module in the Diagnostic and Progress Monitoring Data unit, Interpreting and Implementing Assessment Results.

Slide 2—Using Diagnostic and Progress Monitoring Data

In the last module, you learned how to administer the Texas Middle School Fluency Assessment, or 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 the discretion of the district, 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.

Slide 3—Objectives

The objectives for this module are: to understand the use of equated scores in monitoring student progress, to know how to obtain equated scores, to know how to score the comprehension retell, to understand how to interpret the results from the TMSFA, and to know how to use the results of the TMSFA to plan reading instruction.

Slide 4—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. Because no two assessment forms or passages are of precisely equal difficulty, the scores from the two forms will not mean the same thing.

The words correct per minute, or WCPM, scores from the TMSFA cannot be readily interpreted because they are influenced by text difficulty and text type. Equating is a method of scaling the WCPM in a consistent manner. In this way, the fluctuations in WCPM scores

due to differences in text difficulty and text type are eliminated.

You will first convert the raw WCPM score to an equated score before making any interpretations. Information obtained by interpreting the TMSFA results should be used with classroom observation, curriculum-based assessment, and state assessment results to determine students' instructional needs.

Slide 5—Comprehension Retell

Interpretation of some students' performance on the TMSFA includes evaluating their comprehension retells.

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

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. If the student reads for the entire 60 seconds, you take the total words read and subtract the errors to get the WCPM. If a student reads for less than a minute, take the number of words read correctly and multiply it by 60; then, divide it by the number of seconds read.

Slide 7—Raw Scores on the Record Sheet

Please turn to **Handout 1: Passage Reading Fluency Subtest: Grade 7 BOY Examiner's Packet**. The first several pages of the handout is a copy of the examiner's packet we used in the previous module. Find the Record Sheet on pages 2 and 3.

In the last module, we discussed recording the WCPM on the Sample Record Sheets for the Passage Reading Fluency and Word Reading Fluency subtests. You'll recall we left the "Equated Score" and comprehension data boxes blank in each table. Keep these two pages 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. Following the Record Sheet, you'll find the passages we administered in the last module. After the passages, you'll 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 only need one copy of these in

order to score all student readings.

Turn now to pages 10–13 of Handout 1.

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 typical and struggling readers were included in this sample. According to studies, the equated scores obtained from the tables "provide the clearest indication of the student's overall performance." 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.

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

The equating tables are specific to 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.

As is indicated on the slide, 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.

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, page 10. The title across the top of the table should have the correct grade level, in this case 7; assessment time point, here BOY; and passage title, "Laura."

Now find the student's WCPM on the Record Sheet located on page 2 of Handout 1. The WCPM was obtained in the last module when we listened to the student reading "Laura."

The raw score for this passage is 114 WCPM.

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

The equated score is 125. Now, record that 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 administering 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.

If you have 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.

Once you have found and recorded the equated scores for "A Wonderful Friendship" and "Spreading Wildflowers," please proceed to the next section.

Section 2

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

Check your answers from Section 1 by reviewing the equated scores on the slide.

> *The speaker pauses for 10 seconds.*

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.

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

Please turn to **Handout 2: Word Reading Fluency Subtest: Grade 7 Beginning-of-Year Examiner's Packet**.

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

Remember to 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. Keep page 2 handy for the next activity.

Let's now take a look at 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 packet for duplication, you may wish to remove the equating tables first, as you will need only one copy to score all student readings.

To obtain the equated score, find the appropriate equating table. Then, in the WCPM column, find the raw score from the Record Sheet and the corresponding equated score in the shaded column one cell to the right of the student's WCPM.

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.

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 on your handout.

The raw score we recorded for this word list was 23 WCPM.

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

The equated score is 17. Please write the equated score on your 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. When you are finished, please proceed to the next section.

Section 3

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

Now, check your answers from Section 2, using the slide.

> *The speaker pauses for 10 seconds.*

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

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

The next step is to average the equated scores for the three passages and the three word lists. Find the Record Sheet for the Passage Reading Fluency subtest in Handout 1, pages 2–3.

> *The speaker pauses for 5 seconds.*

To make the calculation, add the three equated scores, found in the black row of each scoring box.

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

Finally, 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."

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

Make sure your calculator is on hand. 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. Use a calculator to add these three scores together; then, divide the total by 3.

> *The speaker pauses for 20 seconds.*

The total should be 399, and the average equated score should be 133.

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

Making one error in scoring the student's reading will not have a significant effect on the results.

For example, what if 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 would be the same as if the scoring mistake had not been factored in.

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

Now, practice on your own. Find the Record Sheet for the Word Reading Fluency subtest on Handout 2, page 2.

Add the three equated scores together and divide the sum by 3 to determine the average. When you have finished, proceed to the next section.

Section 4

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

Take a moment to check your calculations from Section 3 with the information on this slide.

Slide 21—Interpreting the Results: *I Do*

Please turn to **Handout 3: Guidelines for Interpreting the TMSFA Results.** 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, and grade 8), along with each assessment point (BOY, MOY, and EOY).

The table on Handout 3 is for the beginning of year 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, labeled along the top of the table.

Let's say a seventh-grade student had a Word Reading Fluency subtest score of 30. This is less than 58, so it falls into the range that would indicate a decoding problem. Intervention activities should focus on improving decoding skills, supplemented by vocabulary and comprehension strategies. Typically, students who are administered the Word Reading Fluency subtest would have an average equated score in the decoding range.

Let's say another student had an equated score of 125 on the Passage Reading Fluency subtest. This is greater than 119, so it falls into the range that would indicate a comprehension

problem. Intervention activities should focus on improving comprehension skills.

If 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.

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

Handout 3 was developed from the results of research compiled from both typically achieving Texas middle school students and those who had difficulty with reading. The handout 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.

Research indicates that 75% of the students who failed the TAKS exhibited difficulties in one or more of those domains. Of those students, 81% had difficulty with decoding and/or fluency.

Keep in mind that we are talking about only the students whom 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 and connected text.

Slide 23—Interpreting the Results: Word Reading Fluency Subtest

This slide shows all the words from the Word Reading Fluency subtest on which our sample 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.

Using 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 improve this student's fluency at the word level, you would want to plan instruction that targeted his attention to word endings, as well as his identification and pronunciation of consonant blends, more complex vowel pairs, and irregular syllables.

The next unit, on word identification, will provide more information on these syllable types and allow you to practice recognizing certain patterns in words. The modules in this next 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, any additional assessment data, curriculum-based measures, and your own observations.

Section 5

Slide 24—Results from an Example Intervention Class

The equated scores on this slide 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.

The students below the red line were administered the Word Reading Fluency subtest to provide more information on what might be causing their 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. We will look at a sample of their retells to see how the information can be used to plan more appropriate instruction.

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 determine the extent to which dysfluent readers comprehend connected text.

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

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

Please turn to pages 11, 12, and 13 of Handout 1.

The Retell Scoring Guides were developed to accompany each passage in the testing points and progress monitoring waves of the TMSFA.

The Scoring Guides are designed to evaluate how much information the student recalled

from the portion of the passage he or she read. The important ideas from the text are referred to as "idea units."

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. Look at the Retell Scoring Guide on Handout 1, page 11. In the case of "Laura," a student who read up to 37 words would have been exposed to three idea units. To find this, go down to 37 in the lefthand column and then scroll over to the number at the right under "Maximum Possible Idea Units." A student who read up to 105 words would have been exposed to seven idea units, and so on.

Look at the shaded portion at the bottom of the record sheet on the slide. Notice the boxes labeled "X," "Y," and "Z." Record the maximum possible idea units on the Record Sheet in the Y box. Then, score the number of idea units the student acceptably recalled and record that number in the X box.

Divide X, the number of recalled idea units, by Y, the maximum possible idea units, to obtain Z, the passage retell score. Let's look at some examples and practice calculating this score in upcoming activities. Remember, these tools should be used only in combination with other information on the student's reading performance.

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

Using the seventh-grade beginning of year example from the last module, let's practice how to use the Retell Scoring Guide. In Handout 1, locate the Record Sheet for Passage Reading Fluency on pages 2–3 and the Retell Scoring Guide for "Laura" on page 11. Put them side by side.

>   *The speaker pauses for 5 seconds.*

First, let's 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.

Now, 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"), look for the number closest to 123 without going over. There is a word count of 122 and then 151. But 151 is further than our student read, so let's limit his maximum possible idea units to the 122nd word.

In the last column of the Retell Scoring Guide, "Y: Maximum possible idea units," we can see that he was exposed to eight possible idea units. Record the number 8 in box Y on the Record Sheet.

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. 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.

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 they did here, they are listed one beneath the other and separated from the rest of the information that follows by a vertical, dashed line.

Next, there must be a predicate in each idea unit. Again, there are usually options for how a student might word the predicate. Here, the synonym "an author" is listed beneath "a writer." The second type of predicate option is "wrote children's books."

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 per idea unit.

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

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

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 you look over idea units 1 through 8, notice that idea unit 4 has similar information. The 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, you 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.

To continue scoring the retell, let's 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.

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 the student has been given 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. 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 eight idea units. The next sentence in his retell is: "And when Laura was 13, they moved back to…oh…Wisconsee." 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, you can be lenient with the pronunciation of proper nouns. Let's give the student credit for idea unit 7.

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, you would not award credit for idea unit 1.

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

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

Now we can determine the student's retell score for this passage. Divide the recalled idea units, or box X, by the maximum possible idea units, or box Y. Feel free to use your calculator.

When we divide 3 by 8 and round to the nearest hundredth, we get .38.

Record this on the Record Sheet. Once we score all three passages, we'll use this figure to calculate the student's average retell score.

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

Now that you know how to use the Scoring Guide, let's keep practicing by scoring the student's retell of "A Wonderful Friendship." Please locate the Scoring Guide for this passage in

Handout 1. You will also need the Record Sheet and your calculator.

First, to determine the student's highest possible retell score, we need to know how far he got in "A Wonderful Friendship."

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.

In this example, 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. Now take a minute to match his retell to the idea units.

> *The speaker pauses for 1 minute.*

You should have given the student credit for idea unit 1 because he said: "This young girl couldn't hear…" He also gets credit for idea unit 7 because he said: "…and they went to this scientist who helped her..." Finally, give him credit for idea unit 4, in part, because of the statement: "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.

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, you 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. To make the retell scoring as reliable as possible, it is important to adhere to the scoring procedures.

Because we gave credit for idea units 1, 4 and 7, record the number 3 in box X on the Record Sheet.

Then, calculate the passage retell score. You may use your calculator.

> *The speaker pauses for 15 seconds.*

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.

Section 6

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

First, check you answers on "Spreading Wildflowers" against the ones on the slide. If your numbers diverge from the ones shown here, correct them now. You can always go back and listen to Section 4 again.

> *The speaker pauses for 20 seconds.*

We will now use all three passage retell scores to calculate the average retell score. Keep in mind that all three of these are for a single student from a single testing session. 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. Feel free to use your calculator.

> *The speaker pauses for 20 seconds.*

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

Slide 33—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, multiply by 100, as shown on the slide. Our sample student recalled, on average, 35% of the idea units he read.

Studies suggest this percentage is not equivalent to typical classroom grades for tests or assignments. 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.

Slide 34—Comparing the Average Equated and Average Retell Scores

Please locate **Handout 4: Grouping Students by Average Equated Scores and Average Retell Scores**.

Let's look at how we can use these results to address student needs. Using both the average equated and average retell scores from the Passage Fluency subtest, you can create instruc-

tional groups to address students' specific needs. Handout 4 shows how the scores distinguish four groups of students.

Group A had average scores that fell into the Decoding range or lower two-thirds of the Fluency range on the Guidelines for Interpreting the TMSFA Results, or Handout 3. In addition, their average retell scores were below 40%, which indicates 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, along with specific comprehension instructional routines.

Group B also had average scores that fell into the Decoding range or lower two-thirds of the Fluency range, but their average retell scores were *above* 40%. Given that these students struggle 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 scores fell toward the 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 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 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 or she failed the screening assessment or state reading test but does not need intervention.

Slide 35—Scoring the Comprehension Retell: *YOU Do*

Please turn to **Handout 5: Sample Record Sheets for Susie Sunshine and Herbie Helpme.**

Then find **Handout 6: Idea Unit Scoring Tips**, which 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 beginning of year assessment packet.

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 are the same, no matter who scored them. Therefore, it's important to practice scoring student retells.

You will notice that the data from the Passage Reading Fluency subtest and the students' retells are already printed on the handouts. Now it is your turn to independently use this information to score both students.

Section 7

Slide 36—Monitoring Progress

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 take 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 uses a different set of passages and word lists.

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 can be administered between the assessment time points to provide more frequent information for planning instruction.

Slide 37—Tracking Student Progress

Now turn to **Handout 8: Progress Monitoring Log**.

This document can help you keep track of your students' progress. The first page of Handout 8 provides a sample of how the Progress Monitoring Log would be completed.

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 informa-

tion in the "Date" column. Both our sample students received the BOY, MOY, and EOY assessments. However, Heather 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 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. Therefore, 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, 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.

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. This log is a quick reference to track student progress.

Slide 38—Tracking Student Progress (cont.)

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

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

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

The bar graph on the left charts sample student Heather's average equated scores on the assessment and progress monitoring passages.

The line graph on the right charts sample student Jeffrey's average equated scores on the assessment and progress monitoring passages. As you can see from both graphs, students' progress does not always increase steadily. On any given day, a student's score can fluctuate. Ideally, you should be able to draw an approximate line of best fit through the cluster of scores, showing an upward trajectory.

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

Slide 39—Using the TMSFA Results to Plan Reading Instruction

Please turn to **Handout 11: 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. It is essential to identify the domain of reading where the student shows the greatest need in order to determine instructional intervention.

The vocabulary and effective instruction routines in our previous Units 1 through 3 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.

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 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). However, you will need to prioritize the word study routines.

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). However, for these students, you should prioritize the fluency routines.

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.

Slide 40—Caution About Interpreting the Results of the TMSFA

It is important to note that the TMSFA provides 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 hinges on the integration of multiple data sources and the careful attention of professional educators.

Read this caution from TEA about interpreting the results of the TMSFA.

The speaker pauses for 10 seconds.

Slide 41—Summary

The objectives of this module were: to understand the use of equated scores in monitoring student progress, to know how to obtain equated scores, to know how to score the comprehension retell, to understand how to interpret the results from the TMSFA, and to know how to use the results of the TMSFA to plan reading instruction.

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.