

Unit 4: Diagnostic and Progress Monitoring Data

TEXAS
TALA
ADOLESCENT
LITERACY
ACADEMIES

Module 2: Interpreting and Implementing Assessment Results

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Participant Notes



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Unit 4: Diagnostic and Progress Monitoring Data

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ACADEMIES

Module 2: Interpreting and Implementing Assessment Results

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Using Diagnostic and Progress Monitoring Data

Unit 4: Diagnostic and Progress Monitoring Data

Module	Title
1	Administering the Texas Middle School Fluency Assessment
2	Interpreting and Implementing Assessment Results

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Objectives

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

Using the Data to Make Instructional Decisions

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

(Deno, 1997)

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

(Livingston, 2004)

Comprehension Retell

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

Calculation of Raw Scores

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

Raw Scores on the Student Record Sheet



Record Sheet: Passage Reading Fluency (cont.)

Student Name: John Doe Date: 10/10/10 Grade: 4

Passage 1: Laura

Record Sheet: Passage Reading Fluency	Word number	Number of errors	Number of words read correctly	Words correct per minute (WCPM)	EQUATED SCORE
Passage 1: <u>Laura</u>	123	9	114	114	114
Comprehension Retell: <u>About...um...a girl that were...they moved where the father gets a job. Then they move to Kansas, but I don't know where, and they had another girl. And when Laura was 13, they moved back to...oh...Wisconsin. And...uh...Carol was another...was a young author.</u>					
Recalled idea units: <u>1</u>					
Maximum possible idea units: <u>1</u>					
PASSAGE RETELL SCORE: <u>1</u>					

Passage 2: A Wonderful Friendship

Record Sheet: Passage Reading Fluency	Word number	Number of errors	Number of words read correctly	Words correct per minute (WCPM)	EQUATED SCORE
Passage 2: <u>A Wonderful Friendship</u>	123	9	114	114	114
Comprehension Retell: <u>This young girl couldn't move, and they moved to this apartment who helped her for one of the could talk on her. And she couldn't even talk, and her might be sign language.</u>					
Recalled idea units: <u>1</u>					
Maximum possible idea units: <u>1</u>					
PASSAGE RETELL SCORE: <u>1</u>					

Continuing on the next page.

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Obtaining Equated Scores: I Do

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

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

Grade 7 Passage Reading Fluency Equating Table BOY – Laura

WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score
11	25	70	81	129	140
12	27	71	84	130	141
13	28	72	85	131	142
14	29	73	86	132	143
15	30	74	87	133	144
16	31	75	88	134	145
17	32	76	89	135	146
18	33	77	90	136	147
19	34	78	91	137	148
20	35	79	92	138	149
21	36	80	93	139	150
22	37	81	94	140	151
23	38	82	95	141	152
24	39	83	96	142	153
25	40	84	97	143	154
26	41	85	98	144	155
27	42	86	99	145	156
28	43	87	100	146	157
29	44	88	101	147	158
30	45	89	102	148	159
31	46	90	103	149	160
32	47	91	104	150	161
33	48	92	105	151	162
34	49	93	106	152	163
35	50	94	107	153	164
36	51	95	108	154	165
37	52	96	109	155	166
38	53	97	110	156	167
39	54	98	111	157	168
40	55	99	112	158	169
41	56	100	113	159	170
42	57	101	114	160	171
43	58	102	115	161	172
44	59	103	116	162	173
45	60	104	117	163	174
46	61	105	118	164	175
47	62	106	119	165	176
48	63	107	120	166	177
49	64	108	121	167	178
50	65	109	122	168	179
51	66	110	123	169	180
52	67	111	124	170	181
53	68	112	125	171	182
54	69	113	126	172	183
55	70	114	127	173	184
56	71	115	128	174	185
57	72	116	129	175	186
58	73	117	130	176	187
59	74	118	131	177	188
60	75	119	132	178	189
61	76	120	133	179	190
62	77	121	134	180	191
63	78	122	135	181	192
64	79	123	136	182	193
65	80	124	137	183	194
66	81	125	138	184	195
67	82	126	139	185	196
68	83	127	140	186	197
69	84	128	141	187	198

Passage 1 Laura

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

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

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

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

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

Passage 3 <i>Spreading Wildflowers</i>			
Last word read	<i>President</i>	Word number	<i>141</i>
Ⓐ Time in seconds	<i>60</i>	Number of errors	<i>15</i>
		Ⓑ Number of words read correctly	<i>126</i>
		$(60 \times \text{Ⓑ}) \div \text{Ⓐ} = \text{WCPM}$	<i>126</i>
		Ⓒ EQUATED SCORE	
Comprehension Retell	<i>This girl named Claudia was born in 1972, I think, and she was like...she liked the flowers. And they were waiting for the flowers to grow, and some people wanted to mow it.</i>		

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



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

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

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

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

Easy Word List 1

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

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

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

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

Moderate Word List 8

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

Challenging Word List 15

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

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Averaging the Equated Scores: *I Do*

Record Sheet: Passage Reading Fluency

Student Name: *Joe Sample* Grade: *4th* Date: *10/20/10* Teacher: *Mr. Smith*

Passage 1: *Level 1*

Last word read: *extracted* Word number: *32*

A Time in seconds: *60* Number of errors: *12*

B Number of words read correctly: *20*

$(60 \times B) \div A =$ Words correct per minute (WCPM): *20*

C EQUATED SCORE: *20*

Passage 2: *A Wonderful Friendship*

Last word read: *kind* Word number: *30*

A Time in seconds: *60* Number of errors: *16*

B Number of words read correctly: *14*

$(60 \times B) \div A =$ Words correct per minute (WCPM): *14*

C EQUATED SCORE: *14*

Passage 3: *My Friend*

Last word read: *friend* Word number: *30*

A Time in seconds: *60* Number of errors: *16*

B Number of words read correctly: *14*

$(60 \times B) \div A =$ Words correct per minute (WCPM): *14*

C EQUATED SCORE: *14*

Total equated scores (add all C's): *48*

Divide by 3 for AVERAGE EQUATED SCORE: *16*

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

Total equated scores (add all C's): *48*

Divide by 3 for AVERAGE EQUATED SCORE: *16*

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Averaging the Equated Scores: *WE Do*

Passage 1: <i>Laura</i>	
Last word read: <i>again</i>	Word number: 123
Time in seconds: 60	Number of errors: 9
Number of words read correctly: 114	
$(60 \times 0.9) = 0.9 = \text{WCPM}$ 114	
EQUATED SCORE: 125	
Comprehension Retell: <i>About...um...a girl that were...they moved where the father gets a job. Then they move to Kansas, but I don't know where, and they had another girl. And when Laura was 13, they moved back to...oh...Wisconsin. And...uh...Carol was another...was a young author.</i>	
Recalled idea units:	Maximum possible idea units:
PASSAGE RETELL SCORE:	

Passage 2: <i>A Wonderful Friendship</i>	
Last word read: <i>ball</i>	Word number: 141
Time in seconds: 60	Number of errors: 11
Number of words read correctly: 130	
$(60 \times 0.9) = 0.9 = \text{WCPM}$ 130	
EQUATED SCORE: 134	
Comprehension Retell: <i>This young girl couldn't hear, and they went to this scientist who helped her to see if she could talk or hear. And she couldn't even talk, and he might do sign language.</i>	
Recalled idea units:	Maximum possible idea units:
PASSAGE RETELL SCORE:	

Passage 3: <i>Spreading Wildflowers</i>	
Last word read: <i>President</i>	Word number: 191
Time in seconds: 60	Number of errors: 15
Number of words read correctly: 126	
$(60 \times 0.9) = 0.9 = \text{WCPM}$ 126	
EQUATED SCORE: 140	
Comprehension Retell: <i>This girl named Claudia was born in 1972, I think, and she was like...she liked the flowers. And they were waiting for the flowers to grow, and some people wanted to move it.</i>	
Recalled idea units:	Maximum possible idea units:
PASSAGE RETELL SCORE:	

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

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

What if you had recorded 16 errors on passage 3?

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

Passage 1: "Laura" 125

Passage 2: "A Wonderful Friendship" 134

Passage 3: "Spreading Wildflowers" 139

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

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Averaging the Equated Scores: *YOU Do*

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

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

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

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

Interpreting the Results: / Do



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

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

Development of the Guidelines for Interpreting the TMSFA Results

Based on the research:

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

Interpreting the Results: Word Reading Fluency Subtest

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

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Results from an Example Intervention Class

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

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Interpreting the Results: Passage Reading Fluency Subtest

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

Scoring the Comprehension Retell: I Do



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

# of Words Read	Recalled Idea Unit	Maximum Possible Idea Units
7	A girl Laura was a writer author or wrote children's books	1
24	She Laura was born in a log house in Wisconsin in 1867	2
37	She Laura was the second daughter of Charles Caroline	3
65	They her family had to move so her wherever their dad father could find get work a job	4
72	They her family moved after Laura was born to Missouri	5
82	They her family moved to start a farm to Kansas where her sister Carrie was born	6
105	They her family moved back to Wisconsin to her new family	7
122	They her family moved in 1874 to Walnut Grove to Minnesota Her dad father Charles wanted to farm	8
151	The girls Laura and her sisters had many adventures	9
176	Grashoppers Bugs ate destroyed their crops their wheat crop	10

Table continues on the next page.

Passage 1 *Laura*

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

Scoring the Comprehension Retell: I Do (cont.)



Retell Scoring Guide
Each row of the table represents an idea unit and is worth 1 point. Laura (page 1 of 3)

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

Table continues on the next page.

Passage 1 Laura

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

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

Recalled idea units		Maximum possible idea units	
		PASSAGE RETELL SCORE	

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Scoring the Comprehension Retell: I Do (cont.)



Retell Scoring Guide
Each row of the table represents an idea unit and is worth 1 point. Laura (page 1 of 3)

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

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Scoring the Comprehension Retell: I Do (cont.)



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

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

X Recalled idea units Y Maximum possible idea units **8**
 X = Y = **PASSAGE RETELL SCORE**

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Scoring the Comprehension Retell: I Do (cont.)



Passage 1 Laura

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

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6
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Scoring the Comprehension Retell: WE Do

Retell Scoring Guide

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

A Wonderful Friendship
(page 1 of 3)

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

Table continues on the next page.

Passage 2 A Wonderful Friendship

Last word read	Bell	Word number	141
Time in seconds	60	Number of errors	11
		Number of words read correctly	130
		$(60 \times 0.1) \div 0 = \text{WCPM}$	130
		EQUATED SCORE	134
Comprehension Retell	This young girl couldn't hear, and they went to this scientist who helped her to see if she could talk or hear. And she couldn't even talk, and he might do sign language.		
Recalled idea units		Maximum possible idea units	
		$X \div Y = Z$	PASSAGE RETELL SCORE

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Scoring the Comprehension Retell: WE Do (cont.)

Retell Scoring Guide

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

Spreading Wildflowers
(page 1 of 3)

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

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

Table continues on the next page.

Passage 3 Spreading Wildflowers

Last word read	President	Word number	141
Time in seconds	60	Number of errors	15
		Number of words read correctly	126
		$(60 \times 0.1) \div 0 = \text{WCPM}$	126
		EQUATED SCORE	140
Comprehension Retell	This girl named Claudia was born in 1912, I think, and she was like...she liked the flowers. And they were waiting for the flowers to grow, and some people wanted to mow it.		
Recalled idea units		Maximum possible idea units	
		$X \div Y = Z$	PASSAGE RETELL SCORE

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Scoring the Comprehension Retell: WE Do (cont.)

Passage 1 *Laura*

Last word read	<i>again</i>	Word number	123
Time in seconds	60	Number of errors	9
		Number of words read correctly	114
		(60 x 0.9) = Words correct per minute (WCPM)	114
		EQUATED SCORE	125

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

Recalled idea units	3	Maximum possible idea units	8
		PASSAGE RETELL SCORE	.38

Passage 2 *A Wonderful Friendship*

Last word read	<i>Bell</i>	Word number	141
Time in seconds	60	Number of errors	11
		Number of words read correctly	130
		(60 x 0.9) = Words correct per minute (WCPM)	130
		EQUATED SCORE	134

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

Recalled idea units	3	Maximum possible idea units	8
		PASSAGE RETELL SCORE	.38

Passage 3 *Spreading Wildflowers*

Last word read	<i>President</i>	Word number	141
Time in seconds	60	Number of errors	15
		Number of words read correctly	126
		(60 x 0.9) = Words correct per minute (WCPM)	126
		EQUATED SCORE	140

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

Recalled idea units	2	Maximum possible idea units	7
		PASSAGE RETELL SCORE	.29

Total equated scores (add all #s)	399
Divide by 3 for AVERAGE EQUATED SCORE	133
Total passage retell scores (add all #s)	
Divide by 3 for AVERAGE RETELL SCORE	

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Calculating the Average Retell Score

Passage 1 *Laura*

Last word read	<i>again</i>	Word number	123
Time in seconds	60	Number of errors	9
		Number of words read correctly	114
		(60 x 0.9) = Words correct per minute (WCPM)	114
		EQUATED SCORE	125

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

Recalled idea units	3	Maximum possible idea units	8
		PASSAGE RETELL SCORE	.38

Passage 2 *A Wonderful Friendship*

Last word read	<i>Bell</i>	Word number	141
Time in seconds	60	Number of errors	11
		Number of words read correctly	130
		(60 x 0.9) = Words correct per minute (WCPM)	130
		EQUATED SCORE	134

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

Recalled idea units	3	Maximum possible idea units	8
		PASSAGE RETELL SCORE	.38

Passage 3 *Spreading Wildflowers*

Last word read	<i>President</i>	Word number	141
Time in seconds	60	Number of errors	15
		Number of words read correctly	126
		(60 x 0.9) = Words correct per minute (WCPM)	126
		EQUATED SCORE	140

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

Recalled idea units	2	Maximum possible idea units	7
		PASSAGE RETELL SCORE	.29

Total equated scores (add all #s)	399
Divide by 3 for AVERAGE EQUATED SCORE	133
Total passage retell scores (add all #s)	1.05
Divide by 3 for AVERAGE RETELL SCORE	.35

$$.35 \times 100 = 35\%$$

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Comparing the Average Equated and Average Retell Scores

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

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Scoring the Comprehension Retell: YOU Do

Record Sheet: Passage Reading Fluency

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

Passage 1 Laura

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

Comprehension Retell: That Laura and her family moved to Kansas because in Wisconsin there were not more words for the father. And they do their job in Wisconsin.

Recalled idea units: Maximum possible idea units:
 PASSAGE RETELL SCORE:

Passage 2 A Wonderful Friendship

Last word read: very Word number: 99
 Number of errors: 2
 Time in seconds: 60 Number of words read correctly: 92
 (60 x C) ÷ O = WCPM 92
 EQUATED SCORE: 90

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

Recalled idea units: Maximum possible idea units:
 PASSAGE RETELL SCORE:

Scoring continues on the next page.

Record Sheet: Passage Reading Fluency

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

Passage 1 Laura

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

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

Recalled idea units: Maximum possible idea units:
 PASSAGE RETELL SCORE:

Passage 2 A Wonderful Friendship

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

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

Recalled idea units: Maximum possible idea units:
 PASSAGE RETELL SCORE:

Scoring continues on the next page.

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



Susie Sunshine

- **Laura**
 - Recalled idea units
 - Score =
- ***A Wonderful Friendship***
 - Recalled idea units
 - Score =
- ***Spreading Wildflowers***
 - Recalled idea units
 - Score =
- **Average retell score =**

Herbie Helpme

- **Laura**
 - Recalled idea units
 - Score =
- ***A Wonderful Friendship***
 - Recalled idea unit
 - Score =
- ***Spreading Wildflowers***
 - Recalled idea unit
 - Score =
- **Average retell score =**

Grouping the Sample Students



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

Monitoring Progress

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

Tracking Student Progress

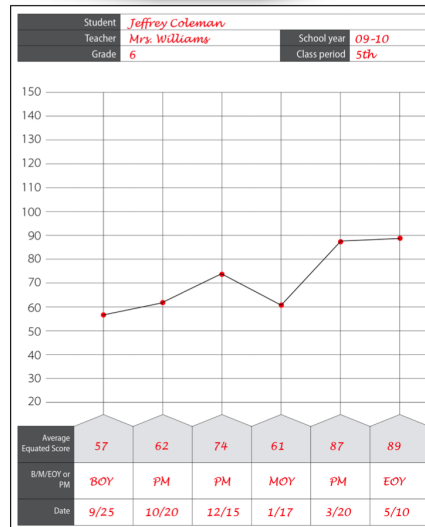
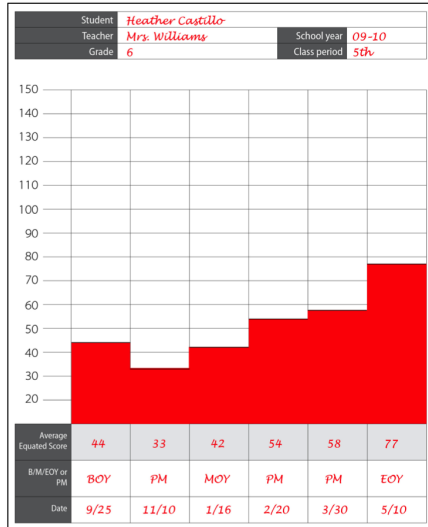
Teacher	Mrs. Williams		School year	09-10	
Grade	6		Class period	5th	

Suggested Timeline for Progress Monitoring

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

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

Tracking Student Progress (cont.)



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TMSFA Equated Scores Predict Instructional Need

A number of middle school students struggle to read because:

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

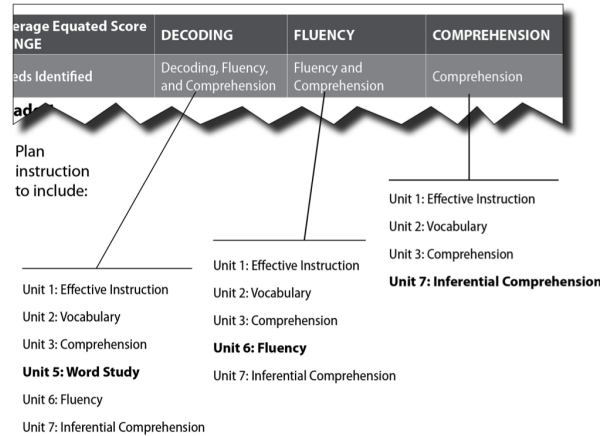
BEGINNING OF YEAR			
Average Equated Score RANGE	DECODING	FLUENCY	COMPREHENSION
Needs Identified	Decoding, Fluency, and Comprehension	Fluency and Comprehension	Comprehension
Grade 6			
TMSFA Word Lists	≤ 55	56-73	> 74
TMSFA Passage Fluency	≤ 88	89-113	> 114
Grade 7			
TMSFA Word Lists	≤ 58	59-75	> 76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

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Using the TMSFA Results to Plan Reading Instruction

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



Caution About Interpreting the Results of the TMSFA

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

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

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

Summary

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

Reflection Log



Interpreting and Implementing Assessment Results

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

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

