



Can We Get our Readers to Slow Down? Should We?

— Jan Hasbrouck —



PLAIN TALK ABOUT LITERACY AND LEARNING
New Orleans, LA | February 17-19, 2016



About the Presenter



Jan Hasbrouck

Jan Hasbrouck, Ph.D., is an educational consultant, trainer and researcher. She served as the executive consultant to the Washington State Reading Initiative and as an advisor to the Texas Reading Initiative. Jan worked as a reading specialist and literacy coach for 15 years before becoming a professor at the University of Oregon and later Texas A&M University. She has provided educational consulting to individual schools across the United States as well as in Mexico, Peru, Guatemala, Honduras, Jamaica, and Germany, helping teachers and administrators design and implement effective assessment and instructional programs targeted to help low-performing readers. Her research in areas of reading fluency, reading assessment, coaching, and second language learners has been published in numerous professional books and journals. She is the author and coauthor of several books including, *The Reading Coach: A How-to Manual for Success*, *The Reading Coach 2: More Tools and Strategies for Student-Focused Coaches*, and *Educators as Physicians: Using Rtl Data for Effective Decision-Making* as well as several assessment tools. In 2008, she and her colleague, Vicki Gibson, partnered to form Gibson Hasbrouck & Associates, with the mission to provide high quality professional development to educators nationally and internationally.

About CDL

CDL is a results-driven, nonprofit organization. Our singular focus is to improve the life chances of all children, especially those at high risk, by increasing school success.

We provide professional learning that is specific and relevant to the needs of your students and your teachers.

We tackle real-time issues such as critical thinking and metacognition, remediating struggling readers, and building and sustaining collective capacity of students and teachers.

Our professional learning is designed, facilitated, evaluated, and adjusted to meet your needs. In collaboration with school and district leaders, we examine student and teacher data and build professional learning in response to student and teacher performance. We examine progress frequently and adjust accordingly.

Our specialists excel in the areas of reading, writing, leadership, critical thinking, early childhood development, how students learn, intervention and remediation, and learner-specific instruction. We have experts at all levels from early childhood through high school.

Give us a call - we are ready to travel to you.



www.cdl.org | learn@cdl.org | (504) 840-9786



Can We Get our Readers to **SLOW DOWN?** Should We?



Presented by Jan Hasbrouck, Ph.D.



We have lots
left to learn
about reading
fluency!

How to **DEFINE** Reading Fluency?



What is Reading Fluency?

Reasonably **accurate** reading at an
appropriate **rate** with suitable **prosody**
that leads to accurate and deep
comprehension and **motivation**
to read.

Hasbrouck & Glaser (2012)



What is Reading Fluency? Reasonably **ACCURATE?**

F _____!
F _____! and
F _____! **ACCURACY** is the
F _____ of
F _____!



What is Reading Fluency? Reasonably **ACCURATE?**

Aim for at least _____ % accuracy

Rasinski, Reutzel, Chard, Thompson (2011)

Emerging readers: _____ %





What is Reading Fluency? Appropriate RATE?



What is Reading Fluency? Fluent reading should sound like SPEECH

Stahl & Kuhn (2002)



What is Reading Fluency? Appropriate RATE?

_____th %ile on oral reading
fluency (ORF) norms on
unpracticed, grade-level text



CBM-R ORF Norms for Grades 1- 8



Hasbrouck & Tindal

ORF Norms: A Valuable Assessment Tool
for Reading Teachers

The Reading Teacher (Spring 2006)

Appropriate RATE For Students (ORF)?

1 LIMITED EVIDENCE from research or
theory or practice that suggest a benefit to reading
significantly ABOVE the 50th%ile. Can be detrimental.

2 SIGNIFICANT EVIDENCE that it is
crucial to help students read with fluency solidly at or
very near the 50th%ile to support comprehension and
motivation.

What is Reading Fluency?

Suitable PROSODY?

Pitch, tone, volume, emphasis, rhythm

Mirrors spoken language
& conveys meaning





What is Reading Fluency?

Suitable PROSODY?

Mirrors spoken language
& conveys meaning

BUT abnormal pitch, intonation, phrasing,
pauses can be "suitable"



What is Reading Fluency?

The ability to read

- accurately
- quickly
- with expression & phrasing



COMPONENTS of fluency

What is Reading Fluency?

Word Decoding Skills

- Phoneme awareness
- Letter sounds
- Phonograms

Text Decoding Skills

- Orthographic knowledge
- Sight words
- Decoding connected text
- Multiple cue efficiency

Comprehension Skills

- Metacognition
- Content knowledge
- Vocabulary
- Passage context
- Social context

MECHANICS of fluency



Reasonably accurate?

Appropriate rate?

Suitable prosody?

CCSS Foundation Skill: **FLUENCY**

Reading text* with **PURPOSE** and **UNDERSTANDING!**

*Kindergarten: Emergent reader texts

*Grade 1+: On-level text



Reasonably accurate?

Appropriate rate?

Suitable prosody?



READING FLUENCY?

When the reader's
ACCURACY, RATE and
PROSODY correctly represent
the **PURPOSE** of the task and
facilitates the reader's
UNDERSTANDING!

ASSESSING Reading Fluency





Common Assessments Using ORF

DIBELS Next Dynamic Indicators of Basic Early Literacy Skills K-6

AIMSweb Pearson K-8

easyCBM Riverside K-8

FAST, TPRI, FAIR, etc.

**All are versions of CBM-R
ORF assessments**

3 BIG IDEAS

about fluency assessments

1. Assessments of accuracy + rate (ORF) can help determine which students *might* need support (benchmark/screening).
2. ORF assessments can help diagnose a student's individual skill level in reading fluency.
3. ORF assessments can help us determine if a student is making sufficient progress.



“Fluency”
Assessments
**DO NOT
ASSESS**
fluency!



“What the
WHAT?!?”

-- Liz Lemon



Oral Reading Fluency
assessments were
MISNAMED!

More Accurate:
Performance measure of
ACCURACY + RATE



Okay...accuracy + rate.
Isn't that “fluency”?






Well, yes...

But it's more complicated than that.

Curriculum-Based Measurement (CBM)

Reading (letter name or letter sound fluency; word fluency; passage ORF; maze), plus **Math, Spelling, Writing**

LNF; LSF; NWF; ORF

- Oral read lists or text
- Unpracticed "cold read"
- BEST effort
- 1:1 for 60 seconds
- Score: wcpm (words correct per minute)

Some history...

30+ years of CBM research:



ORF measures have a moderate-to-strong correlation with reading comprehension.

Fuchs, Fuchs, Hosp, & Jenkins (2001)
Wayman, Wallace, Wiley, Tichá, & Espin (2007)
Reschly, et al. (2009)
Tindal (2013)

There is a moderate-to-strong correlation

ONLY

if the ORF assessment is correctly administered!!!




CBM assessments are standardized.

Scores are

INVALID

if administration procedures not followed *exactly*.



Curriculum-Based Measurement (CBM)- Passage Reading

STANDARDIZED PROCEDURES

- Production-based: Oral reading
- 1:1 for 60 seconds
- Unpracticed ("cold" read)
- "Do your best reading"– **NEVER** "read as fast as you can!"
- Standardized procedures for scoring errors
- Compute words correct per minute (wcpm)



Say these specific directions to the student:

"I would like you to read this story aloud for me. Please start here (point to the first word on the student's copy) and read aloud. **This is not a race.** Try each word. If you come to a word that you do not know, you may skip it and go to the next word."

FROM: Hosp, Hosp, & Howell (2007). *The ABCs of CBM*, p. 145

Say to the student:

"When I say 'Begin,' start reading aloud at the top of this page. Read across the page (demonstrate by pointing across page). Try to read each word. If you come to a word you don't know, I'll tell it to you. **Be sure to do your best reading.** Are there any questions?"

FROM: AIMSweb *Reading CBM Admin & Scoring Guide* (2012), p. 6

Follow these directions exactly each time with each student. Say the words verbatim:

"I would like you to read a story to me. **Please do your best reading.** If you do not know a word, I will read the word for you. Keep reading until I say 'stop.' Be ready to tell me all about the story when you finish."

FROM: DIBELS® *Next Assessment Manual* (2011) p. 80

"Oral reading fluency in connected text...**is not speed-reading.**" DIBELS® *Next Assessment Manual* (2011) p. 78

A SERIOUS CONCERN...

"Reading fluency has become a speed reading contest."

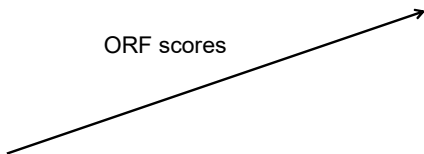
Rasinski & Hamman

Reading Today August/September 2010

ORF (rate) scores steadily increasing

Rasinski & Hamman (2010)

ORF scores



...which would be a **VERY GOOD** thing except:

ORF scores

Comprehension





Whoa. Can this be fixed?



SURE! Here's the script!

CBM-R ORF Scoring

- Mispronunciation/Substitutions (counted every time)
- Hesitations/No Attempt (3-5 seconds)
- Omissions
- Transposed words

Note but **DO NOT** count as errors:

- ✓ Self-corrections
- ✓ Repetitions
- ✓ Dialect, speech impairments
- ✓ Punctuation errors
- ✓ Insertions



KEY IDEA of ALL ASSESSMENTS

All assessments are conducted to answer a **QUESTION!**



PURPOSE #1 of ORF

Assessments of accuracy + rate (ORF) can help identify which students **might need support**



Benchmark or Screening Assessments

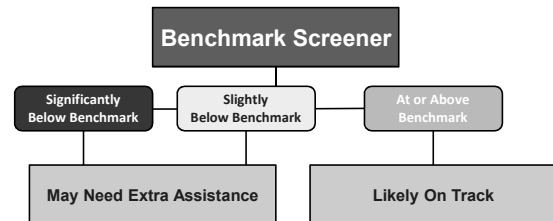


The Question for benchmark assessments?

Which of our students **MIGHT** need help with their reading?

Benchmark Screening

3x Year: Fall, Winter, Spring



Additional assessments or other information should also be considered...



PURPOSE #2 of ORF

ORF assessments can help **diagnose** a student's individual skill level in reading fluency



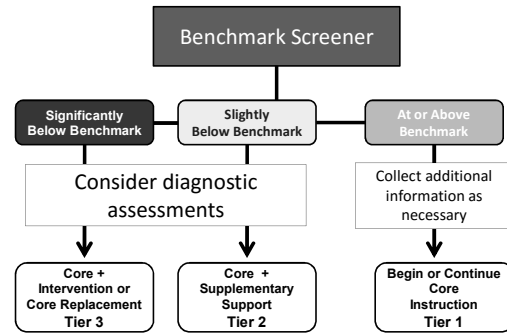
The Question
for diagnostic
assessments?

What are this student's
SKILL
strengths and needs?

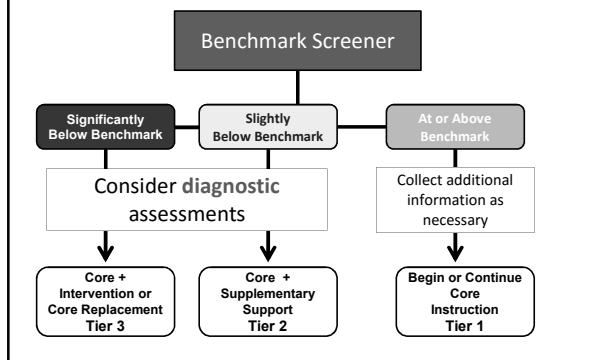


To assess or diagnose the complex **SKILL** of reading fluency (components plus mechanics) you must listen to a student read aloud, and...for more than just 60 seconds!

DIAGNOSTIC ASSESSMENTS



DIAGNOSTIC ASSESSMENTS



Diagnosing Reading Fluency

Assess fluency

COMPONENTS

(accuracy, rate, prosody)



at **INSTRUCTIONAL** level



Diagnosing Reading Fluency

Assess fluency

MECHANICS

(word reading fluency; text fluency; comprehension)



as appropriate...

How FLUENT Should Students Be?

Able to read unpracticed, **grade level** text:

- with sufficient **ACCURACY**
at least **95%** (or **97-98%** for emerging readers)
- at an appropriate **RATE**
50+%ile on H&T ORF norms



Using DIAGNOSTIC Data

- Examine assessment results: Skill **STRENGTHS?**
Skill **NEEDS?**
- Appropriate **SERVICE DELIVERY**: Classroom only?
Supplementary? **Intervention?**
- Select proven instructional tools **MATCHED** identified needs-- *Provide professional development & support*
- Plan for sufficient instructional **TIME**

CHECKLIST FOR CONSIDERING DIAGNOSTIC DATA

STUDENT: _____ DATE: _____
DATA USED FOR MAKING DECISIONS: _____

EXAMINE ASSESSMENT RESULTS • Are strengths? • Are needs?	
APPROPRIATE SERVICE DELIVERY • Classroom only? • Supplementary? • Intervention?	
SELECT PROVEN INSTRUCTIONAL TOOLS • MATCHED to identified needs • Provide professional development & support to implement	
PLAN FOR SUFFICIENT INSTRUCTIONAL TIME	
SUMMARY: ACTION PLAN: What Do What by When?	

© 2016 Gibson Hasbrouck & Associates. Adapted by Gill Hasbrouck, Ph.D. www.gha-pd.com

Available for download at:

www.gha-pd.com/resources



PURPOSE #3 of ORF

ORF assessments can help us determine if a student is making sufficient **progress**.



The Question for progress monitoring assessments?

Is the student making
PROGRESS
toward instructional goals?



Research on CBM Progress Monitoring



- Insufficient research
- Schools must use multiple sources of information to support decisions about progress
- All CBM scores are estimates
- Confidence intervals must be used

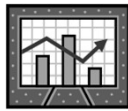
Ardoin & Christ (2009)

CBM-R Progress Monitoring DIFFERENCES



- Frequency (?)
- Level of passages (?)
- Number of passages (?)
- Graph results

INTERPRETING Progress Monitoring Graphs



General Rules:

from *National Center for Student Progress Monitoring*

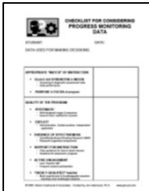
Use 5 consecutive scores.

- If all **ABOVE** goal-line:
Keep current intervention and increase goal
- If all **BELOW** goal-line:
Keep current goal and modify the instruction
- If **NEITHER ABOVE OR BELOW** goal-line:
Maintain current goal & instruction & continue monitoring



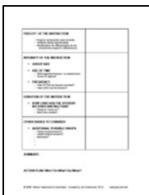
What to MODIFY ?

- Appropriate **"MATCH"** of instruction
- **QUALITY** of program & instruction
- **FIDELITY** of instruction
- **INTENSITY** of instruction
- **DURATION** of instruction



Available for download at:

www.gha-pd.com/resources



THANK YOU!



Jan Hasbrouck, Ph.D.

- Gibson Hasbrouck & Associates
www.gha-pd.com
- JH Consulting
www.jhasbrouck.com





NATIONAL ORAL READING FLUENCY NORMS

Hasbrouck & Tindal (2006)

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

*WCPM = Words Correct Per Minute



NATIONAL ORF NORMS

50th Percentiles Hasbrouck & Tindal (2006)

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

GREEN zone 10 or more to -4 YELLOW Zone -5 to -10 RED Zone > 10 below