USING READING FLUENCY ASSESSMENT TO TARGET INTERVENTION
IN THE MIDDLE-LEVEL MAINSTREAM ELA CLASS:
A WORKSHOP
by
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A capstone project submitted in partial fulfillment of the
requirements for the degree of Master of Arts in Teaching

Hamline University
Saint Paul, Minnesota
April 2019

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PROJECT SUMMARY

Introduction

This capstone project was designed to help secondary English teachers better understand the relationship between reading fluency and comprehension, which is often left unaddressed in secondary teacher preparation. In addition, using the three-session workshop inspired by my research, this capstone also assists teachers in understanding reading fluency and deciding which students to assess.

The process of reading and writing for the literature review prompted me to reflect on middle-school ELA curriculum, the work being done at my school, and my own teaching practice. As I continued my work, I became less interested in creating a research project that would bear out the research I had spent so much time analyzing - the relationship between reading fluency and comprehension. Instead, I was drawn to the idea of adjusting current practice to reflect all that I had learned about reading fluency and better help my students improve as readers. Rather than focus my attention on my classroom alone, I determined to create a workshop for my colleagues - and other ELA departments in similar situations - to better understand what reading fluency is and how it impacts our students in order to identify students who struggle with reading fluency and intervene to help them improve their fluency skills. Ultimately, this project allowed each of my colleagues to answer my research question for themselves: How can middle-level English Language Arts teachers use reading fluency assessment to better know their students and target reading interventions in a mainstream ELA class?

Participants and Setting
While it is often said that all teachers are reading teachers, ELA teachers are those held responsible for students’ reading achievement. The participants in my professional development were the sixth-, seventh-, and eighth-grade teachers at the middle school where I teach. All nine of these teachers were licensed to teach sixth- through eighth-grade ELA. Some held credentials to teach at the elementary level, while others were qualified to teach high-school English.

Each teacher had five sections of the same course to teach, using a newly-purchased textbook package with the freedom to use other texts and resources aligned to their standards. Classes were approximately 45 minutes in length, and our school days began with a half-hour long tutorial time, allowing teachers to pull students for intervention or enrichment on their weekly priority day. This model had replaced the prior homeroom model, which was held at the end of the day, with structure and outcomes that varied widely from classroom to classroom.

**Timeline**

Grade-level ELA teams meet weekly during their planning time, and the entire department met after school one or two times a month. The after-school meetings were paid, contracted time with no student contact. Other than the textbook adoption cycle, the district has largely left the agenda up to the departments’ discretion.

This workshop was a series of three sessions taking place through the first semester of the new school year. The first session was scheduled after students had taken their first standardized diagnostic test of the year and teachers were able to make student observations and collect data from formal classroom assessments. The subsequent
sessions were scheduled for several weeks later, after teachers had the opportunity to assess the reading fluency of some of their students. Extending the sessions over time in this way was preferable because it allowed teachers to put what they learned in the first session into practice (Garet, Porter, Desimone, Birman, & Yoon, 2001). According to Bates and Morgan’s (2018) survey of best practices for effective professional development, “one-shot workshops are unable to provide the ongoing sustained support needed for meaningful professional learning. Sustained focus over time is a hallmark of effective professional development” (p. 625). Spreading the learning over three sessions does not, on its own, guarantee that participants find the learning meaningful. By designing the workshop sessions in alignment with research on how adults best learn, however, that was more likely to be the case.

**Adult Learning Theory**

This workshop was designed for my colleagues, the other middle-school ELA teachers in my building. I was used to planning lessons for thirteen- and fourteen-year-olds, but some of my colleagues had been teaching for thirteen or fourteen years longer than I had. In order to ensure that I presented my research in a way that was useful to them, I set out to some more research - this time on adult learning theories.

I quickly discovered the work of Malcolm Knowles, who researched and wrote extensively about the differences between child and adult learners. He coined the term *andragogy* as “the art and science of helping adults learn, in contrast to pedagogy as the art and science of teaching children,” (Knowles, 1970, p. 43) though he goes on to note that some of andragogy’s assumptions had been implemented by teachers of young
learners to great success. While his assumptions did not exclude young learners, Knowles (1970) outlined “crucial assumptions about the characteristics of learners that are different from the assumptions on which traditional [youth] pedagogy is premised” (p. 44).
REFERENCES


## Workshop Session One

### Timing:
after school during paid ELA department meeting time, near the beginning of the new school year following fall standardized testing and opportunities for informal and formal assessment of student work

### Topics:
defining reading fluency and its relationship to comprehension, using a multidimensional assessment scale, identifying students and resources for assessment

### Notes on Setting:
1. As possible, hold the workshop session in a classroom with adult-sized chairs and tables instead of individual desks.
2. Group participants at grade-level-alike tables
3. Provide copies of slides with space for notes for each participant
4. Place blank paper and note-taking supplies (several colors of pens, highlighters, sticky notes, etc.) at participant tables
5. Other materials needed are listed at the bottom of this document

### Session Objectives:
Participants will be able to...
- define reading fluency and describe its relationship to reading comprehension
- accurately rate a one-minute recording of a student’s reading for rate, accuracy, and prosody
- identify three to eight students to assess for reading fluency; determine when and how they will do so

### Detailed Agenda:
1. Presentation providing an overview of the research on reading fluency and its relationship to comprehension
   a. Review of session objectives and agenda overview is included in the opening slides
   b. Discussion questions inviting participants to reflect on their own experiences with reading fluency are embedded within the presentation
2. Collaborative reading exercise
   a. Provide each participant with a copy of Rasinski’s 2012 article *Why Reading Fluency Should be Hot!*
   b. Each participant will read the article, using different annotation markings to indicate (1) information they already knew or suspected, (2) information that is new to them, and (3) questions that arise from the reading
   c. At their tables, participants will share their reactions to the article, while the presenter visits each table to answer questions and/or take note of items to research before the next session
   d. Presenter will visit each table to assist as needed and monitor for understanding of the article
   e. Presenter will provide electronic access to the entire literature review and bibliography
3. Introduction to reading fluency assessment using a multidimensional assessment scale
   i. Provide each participant with a copy of the text for future reference
b. Overview of the reading behaviors to listen for and mark when assessing students’ reading fluency
c. Introduction to the multidimensional fluency assessment scale
d. Provide each participant with (1) a teacher copy of the 8th-grade assessment text (*The Moustache*) and (2) the Reading Fluency Assessment Directions and Multidimensional Assessment Scale
e. Practice marking the teacher copy of the text while listening to recordings of students reading aloud, with the opportunity to listen more than once and discuss as a group to complete ratings
f. Practice using the marked text to assign ratings on the reading fluency multidimensional assessment scale
g. Presenter will visit each table to assist as needed and monitor progress to reteach as needed

4. Identification of students and preparation for assessment
   a. Participants asked to bring standardized test scores, observation notes, and data from classroom assessments
   b. Based on this information, participants will choose 3-8 students to assess for reading fluency
   c. Provide each participant with the Reading Fluency Assessment List (optional – participants may use another tool or method to keep track of which students to assess if they wish)
   d. Considering suggestions from the presenter and a group discussion, participants will identify a time and place to do these assessments
   e. Participants will ensure their list of students and supplies are in order before adjourning up the first session
   f. Presenter will visit each table to assist as needed and check for completion of Reading Fluency Assessment Lists.

Assessment:
1. Participants will take with them:
   a. copy of presentation slides
   b. any personal notes
   c. copies of two articles and access to the literature review and bibliography
   d. materials used to practice assessing recorded student reading(s)
   e. electronic access to materials needed to conduct their own reading fluency assessments
2. Participants will leave with the presenter an “exit ticket” completing the following sentences:
   a. I would define reading fluency as…
   b. Automaticity in reading is important because…
   c. Prosody in reading is important because…
   d. Something new I learned today is…
   e. I am still wondering about…
3. Before the next session, participants will be asked to:
   a. Complete assessment of the 3-8 students identified
b. Record assessment data using the reading fluency multidimensional assessment scale

   c. Bring any additional standardized test scores, observation notes, and data from classroom assessments for those 3-8 students to the second session

**Materials Needed:**

1. Presentation slides – test embedded audio files before participants arrive
2. Assorted note-taking supplies
3. Physical resources for participants:
   a. presentation slides, with space for notes
   b. Rasinski (2012) article *Why Reading Fluency Should be Hot!*
   c. Zutell & Rasinski (1992) article *Training Teachers to Attend to Their student’s Oral Reading Fluency*
   d. teacher copy of *The Moustache*
   e. Reading Fluency Assessment Directions and Multidimensional Assessment Scale
   f. Reading Fluency Assessment List
   g. exit Ticket
4. Electronic resources for participants:
   a. access to the literature review and bibliography
   b. access to each grade-level’s texts (student and teacher versions)
   c. access a reproducible copy of the Reading Fluency Assessment Directions and Multidimensional Assessment Scale
### Workshop Session Two

#### Timing:
after school during paid ELA department meeting time, two to four weeks after the first session

#### Topics:
analyzing reading fluency assessment data, forming student groups, planning interventions

#### Notes on Setting:
1. As possible, hold the workshop session in a classroom with adult-sized chairs and tables instead of individual desks.
2. Group participants at grade-level-alike tables
3. Provide extra copies of the Reading Fluency Assessment Directions and Multidimensional Assessment Scale
4. Place blank paper and note-taking supplies (from first session) at participant tables
5. Other materials needed are listed at the bottom of this document

#### Session Objectives: Participants will be able to...
- sort their students into groups and plan their first intervention lessons

#### Detailed Agenda: Agenda items 1-4 took place during the first workshop session.
5. Report from participants of the results of their student assessment
   a. At their tables, participants will discuss the process and results of conducting reading fluency assessment for their identified students
   b. Presenter will visit each table to answer questions, look for patterns in participants’ completed reading fluency assessments, and/or take note of items to research before the next session
   c. Tables will share with the group:
      i. their overall results
      ii. something they found surprising
      iii. a helpful tip to make the process smoother and/or a common problem they would like help solving
   d. The presenter will summarize and synthesize what each table shares
   e. If any participants had trouble rating any of their students, the presenter (along with other participants) will take time to assist with placement on the multidimensional assessment scale
6. Forming intervention groups
   a. Participants will work together to group students with similar assessment ratings. They may consider:
      i. scheduling
      ii. personality
      iii. time available for intervention, such as ELA priority days, during class warm-ups, worktime, or during independent reading time on library days
   b. Participants will record these student groups using the Reading Fluency Groups forms (optional – participants may use another tool or method to keep track of intervention groups if they wish)
   c. Presenter visits each table to answer questions, assist with forming groups, and/or take note of items to research before the next session
7. Planning interventions
a. Participants will work together to select and prepare for the first intervention for each group. They may discuss their own ideas for intervention and consider those listed in the Southwest West Central Service Cooperative’s Education and Administrative resources pages, and elsewhere:
   i. Whole class activities that can be embedded into Tier 1 instruction, such as partner reads, Reader’s Theater, choral reading, interactive readalouds, and others
   ii. Small group activities that can be completed during class time without intensive teacher assistance, such as those listed above as well as repeated readings, echo reading, and duet reading,
   iii. Small group or individual activities such as those listed above as well as strategies that require intensive teacher assistance, such as assisted cloze reading, newscaster reading, pencil tap reading, and the 18-minute solution.

b. Participants will record these plans using the Reading Fluency Interventions forms (optional – participants may use another tool or method to keep track of intervention groups if they wish)
c. Presenter visits each table to answer questions, assist with planning interventions, and/or take note of items to research before the next session
d. Presenter will demonstrate how to use the Reading Fluency Data Tracking form to record student interventions and progress

Assessment
1. Participants will take with them:
   a. Reading Fluency Groups form
   b. Reading Fluency Intervention form
   c. Reading Intervention Data Tracking form
2. Presenter will not collect a formal assessment, but will take note of participant completion of the forms listed above
3. Before the next session, participants will be asked to:
   a. Hold their first interventions
   b. Plan additional interventions
   c. Reassess students’ reading fluency
   d. Maintain a Reading Fluency Data Tracking form for at least two students to bring to the third session

Materials Needed:
1. Presentation slides – for leading discussions delivering worktime instructions only
2. Assorted note-taking supplies
3. Extra copies of Reading Fluency Assessment Directions and Multidimensional Assessment Scale
4. Physical resources for participants:
   a. Reading Fluency Groups form
   b. Reading Fluency Intervention form
   c. Reading Intervention Data Tracking form
5. Electronic resources for participants:
   a. access to reproducible copies of each form listed above
b. access to the West Central Service Cooperative’s Education and Administrative resources pages

c. access to other online resources, as appropriate
**Workshop Session Three**

**Timing:** after school during paid ELA department meeting time, four to six weeks after the second session

**Topics:** sharing about interventions and student progress, planning next steps, completing MTSS paperwork, final workshop evaluation

**Notes on Setting:**
1. As possible, hold the workshop session in a classroom with adult-sized chairs and tables instead of individual desks.
2. Group participants at grade-level-alike tables
3. Provide extra copies of the Reading Fluency Data Tracking form
4. Place blank paper and note-taking supplies (from first session) at participant tables
5. Other materials needed are listed at the bottom of this document

**Session Objectives:** Participants will be able to...
- share their students’ progress, identify next steps for those who need continued support, and identify more students to assess

**Detailed Agenda:** Agenda items 1-4 and 5-7 took place during the first and second workshop sessions, respectively.

8. Report from participants on interventions and student progress
   a. At their tables, participants will describe how their first and subsequent interventions went
   b. Participants will present available data on interventions provided as well as updated assessment data for at least two students
   c. Participants will share their ideas next steps moving forward with those students
   d. Tables will share with the group:
      i. their overall results
      ii. something they found surprising
      iii. a helpful tip to make the process smoother and/or a common problem they would like help solving
   e. The presenter will summarize and synthesize what each table shares
   f. If any participants are having trouble identifying interventions for students who are not showing progress, the presenter (along with other participants) will take time to assist with intervention selection

9. MTSS paperwork process
   a. Presenter will explain how to submit paperwork to get additional support for students through the multi-tiered system of supports (MTSS) process.
   b. As applicable, participants will identify students who are not making progress with the interventions available in the ELA classroom and ELA priority days
   c. Participants will contact their team’s MTSS lead to help them complete the paperwork during team collaboration time

10. Closing discussion, workshop evaluation, and continued support
   a. Presenter will lead a whole group discussion of participants’ plans going forward
   b. As needed, presenter will plan to meet participants who request more support with student selection, assessment, grouping, intervention, and data tracking
Assessment

1. Participants will take with them:
   a. A plan for reading fluency assessment and intervention going forward
   b. Contact information for their team’s MTSS lead
2. Participants will leave with the presenter a workshop evaluation, focused on the following subjects:
   a. overall assessment of workshop sessions
   b. accomplishment of each session’s objectives
3. Presenter will not collect a formal assessment, but will take note of participant completion of the forms listed above
4. If necessary, participants will be invited to stay in contact with presenter for support with any part of the identification, assessment, and intervention process.

Materials Needed:

1. Presentation slides – for leading discussions delivering work time instructions only
2. Assorted note-taking supplies
3. Extra copies of Reading Fluency Data Tracking forms
4. List of team MTSS leads
APPENDIX B
Presentation Slides
Using reading fluency assessment to target intervention in the middle-level mainstream ELA class

Please sit with your grade-level colleagues.
Welcome to the first of three PLC sessions dedicated to helping our most-struggling readers improve. I developed this series of professional development workshops over the past year as one of the final processes to complete my Masters degree.
Today is going to be the day where I talk the most. I will begin by explaining the research I conducted on reading fluency and what I learned about its relationship to reading comprehension. By the time you leave today, you should be able to summarize those findings. You will also be able to use a multidimensional assessment scale to rate a middle-school student’s fluency as he reads aloud. Finally, you will leave with a plan to assess students of your own whom you suspect may require reading fluency intervention.
1. Presentation on the research regarding reading fluency + comprehension
2. Collaborative reading exercise
3. Introduction to and practice using a multidimensional rating scale
4. Work time to identify students to assess for reading fluency

Our learning objectives will be accomplished by completion of this agenda. First I will present on my what I learned. Then you will dig into some of the research on your own, making connections to your own practice. I will show you how to use the multidimensional assessment scale, and we will practice together. Finally, you will analyze the data you have on your own students to choose some of them to assess yourself before we meet again.
One of the consistent frustrations of my work as a Language Arts teacher is helping my most-struggling readers make meaningful gains each year. I am really good at scaffolding grade-level texts enough for them to do great work, and at finding lower-level texts for them to work with independently. It’s been a struggle for me to help my lowest readers make the type of gains they need in order to catch up to their grade-level peers in the time I see them in class.

When I learned that we would be changing our schedule to provide built-in intervention time, I hoped that would change. As I began the process of completing my Masters, I knew I had to find a burning question to guide my research, and I really wanted to figure out how to match the right interventions to the right students so I could make the most of my priority days.
However, the data I had at the beginning of each school year wasn’t particularly helpful. Although some students clearly needed help with vocabulary, or informational text, my students with the lowest scores were significantly low in each area. I didn’t know why they were struggling, or how to go about starting to help them. I had the opportunity to tailor interventions to them instead of differentiating in the classroom, but I had no way of knowing what interventions were actually needed.

**Why reading fluency?**

**finding a burning question:**
Even with scores from three different standardized tests, I was ill-equipped to target reading interventions.
Despite what felt like months of standardized testing, I didn’t have the data I needed. I didn’t want to spend a lot of time finding it, but I knew I needed additional data points so that I could identify those most-struggling readers and begin interventions as soon as possible.

I knew that I didn’t want another day of standardized testing. In fact, I didn’t even need to collect this data for every student - only those who were lagging the furthest behind grade level when it came to reading achievement.
I dug into research on reading development and studied the work that elementary reading teachers do, and soon I discovered the vast world of reading fluency. Those of you who come from elementary backgrounds probably know all about fluency, but I never once learned about it while training for my 5-12 ELA license.
As I learned more about fluency - the ability to read accurately, quickly, and with expression, I guessed that it would be pretty hard to understand what you’re reading if you are stumbling over and misidentifying words.
Why reading fluency?

finding a burning question:
Research revealed that fluency does support reading comprehension. In fact, the two are so closely linked that to improve fluency is to improve comprehension.

The body of research shows that this is true. In fact, the relationship between reading fluency and reading comprehension is really important. In most cases, improving a student’s fluency will lead to a comparable gain in their comprehension.
Why reading fluency?

finding a burning question:
How can middle-level English Language Arts teachers use reading fluency assessment to better know their students and target reading interventions in a mainstream ELA class?

This led me to my burning question. I wanted to figure out how to figure out who needs fluency intervention, so that I could focus on those students during my priority day intervention time. I was confident in the results of decades of research that I’d encountered. So instead of conducting my own study, I decided to create these workshops so that others like me could use reading fluency assessment and intervention to help their own students. Ultimately, my burned question became: Read burning question.
I’ll start by repeating the definition of reading fluency. Although opinions have varied over the years, in 2000 the National Reading Panel defined it as “the ability to read accurately, quickly, and with expression.”
What is reading fluency?

three parts:
the ability to read

decoding,

quickly, and

with expression

Reading accurately is also known as decoding - turning letters into full words,
What is reading fluency?

three parts:
the ability to read decoding, rate and with expression

Fluent readers will be able to do so at a pace that matches a natural speaking rate.
And finally, it will be expressive. This third quality is also known as prosody, and it includes “pacing, phrasing, inflection, and intonation.” Although some definitions of fluency prior to 2000 excluded prosody, the National Reading Panel’s inclusion of it changed that and other organizations and researchers quickly fell in line with this three-part definition.
Why does fluency matter?

**automaticity:**
The ability to quickly and accurately decode words frees up “cognitive resources”

Before the addition of prosody, fluency’s role in comprehension had to do with LaBerge & Samuels’s theory of automaticity. They found that readers have limited cognitive resources and the more resources that are dedicated to decoding words, the fewer there are left for the complex process of comprehension.
Why does fluency matter?

**automaticity:**
The less mental energy used to figure out what the words are, the more you have left to make meaning.

More simply put, we have limited brain power. If we use all our mental energy to figure out what a passage says, you don’t have enough left over to figure out what it means.
Why does fluency matter?

**automaticity:**
... but don’t increase speed so much that your brain can’t keep up.

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However, you don’t want to encourage your students to read fast for the sake of... fast reading alone. Taken too far, a quick reading pace can hinder comprehension.
Although it wasn’t widely adopted until 2000, prosody was a major topic of study in the 80s, when Allington described it as reading that “approximates normal speech.”
<table>
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<th>Why does fluency matter?</th>
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<tr>
<td><strong>prosody:</strong></td>
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<td>“... fluent readers, when reading orally, exhibit prosody that reflects the meaning of the text. They speed up and slow down, raise and lower pitch, increase and decrease volume, and embed pauses and lengthened syllables that reflect punctuation and enhance textual meaning.”</td>
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</tbody>
</table>

Paige, Rasinski, Magpuri-Lavell, & Smith, (2014)

Prosodic reading reflects the meaning of the text. By speeding up, changing volume, and responding appropriately to punctuation, readers are reading out loud to themselves in ways that makes the meaning clear.
**Why does fluency matter?**

**prosody:**

“... fluent readers, when reading orally, exhibit prosody that reflects the meaning of the text. They speed up and slow down, raise and lower pitch, increase and decrease volume, and embed pauses and lengthened syllables that reflect punctuation and enhance textual meaning.

By contrast, those who are less fluent tend to read in a word-by-word monotone manner that makes the understanding of the text more difficult. Fluency is more than automatic word recognition; fluency also consists of prosodic reading that reflects textual meaning.”


On the other hand, stumbling, staccato-like readings can take away from the meaning. It’s not word recognition alone, but an understanding of how the words go together that is revealed in expressive reading, which in turn, increases that understanding.
Why does fluency matter?

fluency as a bridge:
Fluency doesn’t just free up brain power for comprehension, though.
Fluency is “absolutely necessary for [reading] achievement and for comprehension, serving as a bridge connecting fluency to comprehension.

(Pikulski & Chard, 2005)

The relationship between rate, pace, expression, and comprehension isn’t just about mental resources, however. Studies show that fluency is necessary for comprehension, and serves as a “bridge” to understanding what one has just read.
Why does fluency matter?

**fluency as a predictor:**
Fall fluency assessments are better predictors of spring comprehension scores than fall comprehension scores.

(Kim, Petscher, & Foorman, 2015; Klauda & Guthrie, 2008)

The relationship is so strong, in fact, that fluency assessment scores from the start of the school year are better predictors of end-of-year comprehension achievement than start-of-year comprehension scores!
Why does fluency matter?

CCSS, grades 1-5:
“Read with sufficient accuracy and fluency to support comprehension.”

(NGA Center for Best Practices, 2010)

This relationship is reflected in the Common Core State Standards, which call for students in grades one through five to read fluently with the aim of increasing comprehension.
Why does fluency matter?

... so, what about older readers?

Although fluency disappears from state standards in grade six, it continues to be important for secondary readers. There is plethora research on this, including one study that you will dig into on your own in a few minutes.
One name that popped up in my research over and over again was Dr. Timothy Rasinski, whose work with many colleagues includes studying the impact of reading fluency for students at the middle-, high-school, and college levels. They found that even beyond fifth grade, fluency (or lack thereof) was an important factor for reading achievement across grade levels.
After elementary school, formalized reading instruction often falls away. At the same time, content texts get more complex year after year. For a student who never mastered learning to read, the reading-to-learn context of secondary classes can be nearly impossible to find success in.
Collaborative Reading Exercise

as you read, annotate to note…
• information you knew or suspected
• information that is new to you
• questions that arise from the reading

Rasinski writes about this in his 2012 article “Why Reading Fluency Should be Hot!”
As you read, use different annotation marks to take note of information you already knew or suspected, information that is new to you, and questions that arise.
Collaborative Reading Exercise

at your table:
Share your reactions to the article.

Look over your annotations and share your reactions to the article at your grade-level tables.

(Rasinski, 2012)
<table>
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<th>Collaborative Reading Exercise</th>
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<tr>
<td>interested in learning more?</td>
</tr>
<tr>
<td>Read my entire literature review</td>
</tr>
<tr>
<td>Dig into the sources on my references page</td>
</tr>
</tbody>
</table>

If you would like to read more, Chapter 2 of my paper is an in-depth review of the literature on reading fluency, its relationship to comprehension, and the stakes for older readers. You can also find all of the works I studied on my references page.
Now we’re going to take a quick break. When we get back we will practice assessing fluency and choose some of our own students to assess in the coming weeks. See you back here at [time].
Reading Fluency Assessment

multidimensional fluency scale
Reading accuracy and speed are simple to assess, but they ≠ fluency.

But prosody often seems difficult to assess.

Hopefully you learned something new about the importance of reading fluency for secondary readers, and are eager to get to work assessing it.

Some assessment protocols only take accuracy and speed into account. It can seem that prosody - expressive reading - is difficult to assess objectively. It’s important to do so anyway (with an assessment tool of course) due to the important role prosody plays in aiding comprehension.
In 1991, Zutell and Rasinski developed a multidimensional fluency scale to help teachers attend to the “holistic qualities of the students’ reading” and includes ratings for phrasing, smoothness, and pace.
They identified the following indicators of problems with fluency, which teachers should listen for, and mark on the text, when assessing reading fluency:

Read Indicator A.
Reading Fluency Assessment

indicators of problems with fluency:
(a) inappropriate or overextended pauses that are clear breaks in the flow and pace of reading;
(b) sound-outs, in which the reader consciously works at figuring out a word's pronunciation;

(Zutell & Rasinski, 1991)

Read Indicator B.
Reading Fluency Assessment
indicators of problems with fluency:
(a) inappropriate or overextended pauses that are clear
breaks in the flow and pace of reading;
(b) sound-outs, in which the reader consciously works at
figuring out a word's pronunciation;
(c) multiple attempts at a word (including repetitions of its
correct pronunciation);

(Zutell & Rasinski, 1991)

Read Indicator C.
**Reading Fluency Assessment**

**indicators of problems with fluency:**
(a) inappropriate or overextended pauses that are clear breaks in the flow and pace of reading;
(b) sound-outs, in which the reader consciously works at figuring out a word’s pronunciation;
(c) multiple attempts at a word (including repetitions of its correct pronunciation);
(d) run-ons, in which the reader fails to pause appropriately to mark a phrase or clause boundary;

(Zutell & Rasinski, 1991)

*Read Indicator D.*
### Reading Fluency Assessment

indicators of problems with fluency:
- (a) inappropriate or overextended pauses that are clear breaks in the flow and pace of reading;
- (b) sound-outs, in which the reader consciously works at figuring out a word's pronunciation;
- (c) multiple attempts at a word (including repetitions of its correct pronunciation);
- (d) run-ons, in which the reader fails to pause appropriately to mark a phrase or clause boundary;
- (e) patterns of stress or intonation that are inconsistent with phrase or clause structure;

(Zutell & Rasinski, 1991)

*Read Indicator E.*
Reading Fluency Assessment
indicators of problems with fluency:
(a) inappropriate or overextended pauses that are clear breaks in the flow and pace of reading;
(b) sound-outs, in which the reader consciously works at figuring out a word’s pronunciation;
(c) multiple attempts at a word (including repetitions of its correct pronunciation);
(d) run-ons, in which the reader fails to pause appropriately to mark a phrase or clause boundary;
(e) patterns of stress or intonation that are inconsistent with phrase or clause structure;
(f) sections of text that are marked by slow, laborious pace (word-by-word reading);

(Zutell & Rasinski, 1991)

Read Indicator F.
**Reading Fluency Assessment**

indicators of problems with fluency:

(a) inappropriate or overextended pauses that are clear breaks in the flow and pace of reading;

(b) sound-outs, in which the reader consciously works at figuring out a word's pronunciation;

(c) multiple attempts at a word (including repetitions of its correct pronunciation);

(d) run-ons, in which the reader fails to pause appropriately to mark a phrase or clause boundary;

(e) patterns of stress or intonation that are inconsistent with phrase or clause structure;

(f) sections of text that are marked by slow, laborious pace (word-by-word reading); and

(g) many slight hesitations (choppiness) that disrupt the flow of language.

*Zutell & Rasinski, 1991*

Read Indicator G.
I created a key for these indicators, as well as suggested shorthand markings for you to make on the teacher copy of the text as you student reads for approximately one minute. Zutell and Rasinski’s scale does make it easier to assess for prosody, but it can be more complicated than rate and accuracy alone. For that reason, I strongly suggest you record your students’ reading to refer back to later.
We’re going to practice assessing an eighth grader as he reads a leveled eighth-grade literary text. You will need your copy of the directions (for a copy of the shorthand markings), a teacher copy of the text, and something to mark the teacher copy with. I recorded this on my iPad mini using the Voice Memos app.
Reading Fluency Assessment

practice using an 8th-grade text
As we listen to the student read, mark any fluency-related behaviors you hear on the teacher copy.

We will listen more than once.

We can listen as many times as you need.

... 

Discuss at your tables what markings you’re making.
Reading Fluency Assessment

Use your marks on the teacher copy to select ratings for phrasing, smoothness, and pace.

Discuss what ratings you would give for phrasing, smoothness, and pace.

I would rate him 2 / 2 / 3. Although his pace was strong, he was almost reading too fast for good phrasing, and often stumbled over his words. I think he could certainly benefit from some fluency intervention. We’ll talk about intervention planning next time, but our last task before we leave today is to choose 3-8 of your own students that you would like to assess for reading fluency.
Reading Fluency Assessment

choosing students to assess
On a gut level, which of your students do you suspect might be dysfluent readers?

A useful place to start is your gut - who do you suspect might struggle with reading fluency? What makes you think so? (Discuss.)
**Reading Fluency Assessment**

**choosing students to assess**

Check that list of names against test scores, classroom assessment performance, and your own observations.

Who takes longer to read? Who fake-reads?

<table>
<thead>
<tr>
<th>Now check those students’ NWEA MAP AND NDSA data. Who else has low reading scores? What other data points do you have for your students so far this year?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Reading Fluency Assessment

choosing students to assess

Jot down names in the space on top.

Look for patterns to help you choose 3-8 students to assess.

List them below.

List them on the top half of this document. Narrow your list down to 3-8 names that you plan to assess between now and our next workshop session on [date].
**Reading Fluency Assessment**

**choosing students to assess**
Figure out when and where you can make time to assess each student.

<table>
<thead>
<tr>
<th>Consider:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library days</td>
</tr>
<tr>
<td>ELA priority days</td>
</tr>
<tr>
<td>Independent worktime</td>
</tr>
<tr>
<td>Daily warm-ups/do-nows</td>
</tr>
</tbody>
</table>

Double-check the assessment directions and make sure you are able to access your grade level’s assessment text.

When can you pull each student for assessment? Although it’s a one-minute assessment, it may take around 3 minutes to complete once you explain to the student what they need to do.

Make sure you are able to access the student and teacher copy of your grade-level assessment text before you leave today.
Wrapping Up

when we resume
We will analyze the results of your students’ assessment, forming student groups and planning interventions.

Next time, we will spend time analyzing the results of your one-minute assessments, forming intervention groups, and planning your first interventions.
Wrapping Up

when we resume
We will analyze the results of your students' assessment, forming student groups and planning interventions.

Please bring completed assessment materials and any additional (classroom or testing) data for the 3-8 students you identified today.

Please bring the completed assessment materials, as well as any additional data you collect between now and then!
Wrapping Up

exit ticket
Please complete today’s Exit Ticket and put it in the box before you leave.

Thanks so much for participating today!

Before you leave today, please take a moment to fill out the exit ticket for today’s session outcomes. See you next time!
Using reading fluency assessment to target intervention in the middle-level mainstream ELA class

Please sit with your grade-level colleagues.

*Invite participants to sit with their grade-level PLC groups as they enter.*
Welcome back! As a reminder, we had three major goals at our first session:
To define reading fluency and explain its relationship to comprehension
To accurately rate a one-minute reading for phrasing, smoothness, and pace
To identify 3-8 of your own students whose fluency you planned to assess before we reconvene today
Today, we are going to use the results of those assessments to sort your students into groups and plan their first intervention session with them.
Before we get into that, we will spend a few minutes reflecting on the assessment process.

AGENDA OVERVIEW

Session Two

1. Participant reports on the assessment process
2. Forming intervention groups
3. Planning interventions and tracking student data
Assessment Process Reflection

discuss, then report to the room:
  • your table’s overall results
  • something you found surprising
  • a helpful tip to make the process smoother and/or a common problem you would like help solving

Discuss at your tables: [Read slide instructions].

And now choose someone to summarize each point for the larger group.
Some of your students may not need formal intervention. Some may benefit from increased fluency activities in your class, such as reader’s theater, partner reading, or interactive readalouds. These would be considered Tier 1 strategies (for all students, integrated in your curriculum).

Some will likely need Tier 2 intervention. Depending on the strategies you choose, small-group or partner activities might work great for this. If you don’t have Tier 2 students in the same class period, would you want to pull them on a priority day? Maybe you can teach a strategy there and have them practice it on their own during independent work time or in place of your normal bell work…

Tier 3 interventions will almost certainly need priority day time. In order to be most effective, you may want to have students do the intervention more often. Keep these considerations in mind as you put kids together so you don’t have to reform groups once you start choosing intervention strategies.
Now it’s time to put the combined experience and expertise of everyone in this and on the internet to good use as we plan for our first interventions for each group.

Minnesota’s SWWC has a great clearinghouse of fluency intervention ideas, but there are many more. Use the rest of our time together today to select the interventions you will do with each group.
You will want to meet with each group more than once. You will more than likely use the same assessment strategy for each of your meetings with them. After at least 20 days, reassess. From there, you can continue, adjust your strategies, or stop intervention based on the results.

Make sure you keep track of student growth. Use any tool you like - I created this one if you prefer.

If students don’t seem to be making growth with the intervention you can provide in class and on priority days, you may want to refer them to MTSS. This will be a topic of your next and final meeting, but feel free to contact me before then if you have questions about MTSS referrals.
<table>
<thead>
<tr>
<th>Session 2, Slide 9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wrapping Up</strong></td>
</tr>
<tr>
<td><strong>when we resume</strong></td>
</tr>
<tr>
<td>We will discuss the work of your intervention groups and determine next steps.</td>
</tr>
</tbody>
</table>

Next time, we will debrief your intervention progress and discuss next steps (MTSS an otherwise) for you and your intervention group students.
<table>
<thead>
<tr>
<th>Session 2, Slide 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wrapping Up</strong></td>
</tr>
<tr>
<td><strong>when we resume</strong></td>
</tr>
<tr>
<td>We will discuss the work of your intervention groups and determine next steps.</td>
</tr>
<tr>
<td>Please bring completed tracking forms for 1-2 students next time.</td>
</tr>
</tbody>
</table>

Please bring completed tracking forms for at least 1 or 2 students you’ve intervened with next time. Thank you so much!
Using reading fluency assessment to target intervention in the middle-level mainstream ELA class

Please sit with your grade-level colleagues.

*Invite participants to sit with their grade-level PLC groups as they enter.*
Welcome, and thanks for coming back for the third and final session in this workshop series!
Last time, you left with plans to do your first interventions with the 3-8 students you identified for assessment in Session One. Today we will recap what’s happened since then, and plan next our steps with fluency assessment and intervention.
### AGENDA OVERVIEW

#### Session Three

- ✔ 1. Participant reports on the intervention process
- ✔ 2. MTSS paperwork
- ✔ 3. Closing discussion and continuing plans

After some reflection, I will assist those of you who need it get started with the MTSS paperwork process and we will discuss up our learning and decide what we will do with it going forward.
Assessment Process Reflection

discuss, then report to the room:

• your table’s overall results
• something you found surprising
• a helpful tip to make the process smoother and/or a common problem you would like help solving

Discuss at your tables: [Read slide instructions].

And now choose someone to summarize each point for the larger group.
### MTSS Paperwork

**for students who need intensive intervention**

Work with your team’s MTSS committee rep to request an evaluation when 20+ days of Tier 2 intervention (with data collected) isn’t successful.

| If it seems that a student (or group of students) is not making noticeable progress with the intervention you are able to deliver in class and during priority days, it might be the case that they require more intensive intervention. |
| This may look like an IEP or placement in Read 180. It may require time and resources we do not currently offer at our school. Even if that is the case, it’s a good idea to document the need anyway, for consideration when admin is making decisions about staffing, scheduling, and future use of literacy grant funding. |
| Your team has a representative that sits on the building’s MTSS committee and helps to manage data tracking and referral requests. [Provide committee rep names] can help you file a formal request for assessment once you’ve collected at least 20 days of data. |
### Going forward

**where do we go from here?**

Did any students...
- seem to require more intensive support?
- improve but still need Tier 2 intervention?
- improve enough to stop intervention?

<table>
<thead>
<tr>
<th>How many of you think you have students who will require more intervention than you can currently provide?</th>
</tr>
</thead>
<tbody>
<tr>
<td>... have students who are showing growth but you will continue to meet with?</td>
</tr>
<tr>
<td>... have students who have shown growth up to grade level?</td>
</tr>
</tbody>
</table>

What are you going to prioritize going forward?

*Discuss.*
Going forward

where do we go from here?

Did any students...
• seem to require more intensive support?
• improve but still need Tier 2 intervention?
• improve enough to stop intervention?

Would any students...
• continue to improve with Tier 1 classroom activities?
• likely benefit from intervention but still need to be assessed?

How many of you think you have students who may not need individual intervention but could go from a 3 to a 4 with some more fluency activities built into your day-to-day instruction?

… who you didn’t assess the first time around, but as you get to know them better you want to do a one-minute assessment?

How will this experience impact your practice in the context of your regular ELA instruction or the way you think about priority days?

Discuss.
Before you leave, I want to thank you for spending so much time engaged in this work. I’m so glad that I was able to take what I learned in the process of completing my degree to help us help our most-struggling readers.

Please take a few minutes to fill out this final workshop reflection before you leave. I would be more than happy to answer your questions and/or assist you with your plans going forward.
APPENDIX C
Teacher and Student copies of Assessment Texts, Grades, 6, 7 and 8
<table>
<thead>
<tr>
<th>Assessment Text</th>
<th>Student Copies available for download</th>
</tr>
</thead>
</table>
| **Grade 8**  
| **Grade 7**  
| **Grade 6**  

**Teacher copies below.**
At the last minute Annie couldn’t go. She was invaded by one of those twenty-four-hour flu bugs that sent her to bed with a fever, moaning about the fact that she’d also have to break her date with Handsome Harry Arnold that night.

We call him Handsome Harry because he’s actually handsome, but he’s also a nice guy, cool, and he doesn’t treat me like Annie’s kid brother, which I am, but like a regular person. Anyway, I had to go to Lawnrest alone that afternoon. But first of all I had to stand inspection. My mother lined me up against the wall. She stood there like a one-man firing squad, which is kind of funny because she’s not like a man at all, she’s very feminine, and we have this great relationship — I mean, I feel as if she really likes me. I realize that sounds strange, but I know guys whose mothers love them and cook special stuff for them and worry about them and all but there’s something missing in their relationship.

Anyway. She frowned and started the routine.

“That hair,” she said. Then admitted: “Well, at least you combed it.”

I sighed. I have discovered that it’s better to sigh than argue.

“And that moustache.” She shook her head. “I still say a seventeen-year-old has no business wearing a moustache.”

“It’s an experiment,” I said. “I just wanted to see if I could grow one.” To tell the truth, I had proved my point about being able to grow a decent moustache, but I also had learned to like it.

“It’s costing you money, Mike,” she said. “I know, I know.”
The dark sky, filled with angry, swirling clouds, reflected Greg Ridley’s mood as he sat on the stoop of his building. His father’s voice came to him again, first reading the letter the principal had sent to the house, then lecturing endlessly about his poor efforts in math.

“I had to leave school when I was thirteen,” his father had said, “that’s a year younger than you are now. If I’d had half the chances you have, I’d… ”

Greg sat in the small, pale green kitchen listening, knowing the lecture would end with his father saying he couldn’t play ball with the Scorpions. He had asked his father the week before, and his father had said it depended on his next report card. It wasn’t often the Scorpions took on new players, especially fourteen-year-olds, and this was a chance of a lifetime for Greg. He hadn’t been allowed to play high school ball, which he had really wanted to do, but playing for the Community Center team was the next best thing. Report cards were due in a week, and Greg had been hoping for the best. But the principal had ended the suspense early when she sent the letter saying Greg would probably fail math if he didn’t spend more time studying.

“And you want to play basketball?” His father’s brows knitted over deep brown eyes. “That must be some kind of a joke. Now you just get into your room and hit those books.”
That had been two nights before. His father’s words, like the distant thunder that now echoed through the streets of Harlem, still rumbled softly in his ears.

It was beginning to cool. Gusts of wind made bits of paper dance between the parked cars. There was a flash of nearby lightning, and soon large drops of rain splashed onto his jeans. He stood to go upstairs, thought of the lecture that probably awaited him if he did anything except shut himself in his room with his math book, and started walking down the street instead. Down the block there was an old tenement that had been abandoned for some months. Some of the guys had held an impromptu checker tournament there the week before, and Greg had noticed that the door, once boarded over, had been slightly ajar.
“What do you mean, you can smell rain coming?” Amanda asked. She was my first cousin, ten years old, same as me. She was on a visit to our ranch from her home in Vermont.

“Nobody ever asked me before,” I said, shaking my head. “I just can.”

“But how?”

My curious cousin started the two of us on a quest for an answer. Can anybody honestly smell rain coming? What made me think I could?

It was August, so there were a lot of chances to observe. In the desert, southwest monsoon rains come in August. Strong winds come first, blowing over the mountains. Dark thunderheads build, rising miles into the sky, and rain spills out of them, falling in gray streaks that resemble long, straight hair.

But before I saw or felt any of those signs, I could smell the rain coming. No wonder Amanda was so skeptical.

“Think,” Amanda said to me. “What is it you smell that tells you rain is coming?”

I struggled to find words for a complex sensation that, until that moment, I had not even thought about. “Let's go to the pond this afternoon,” I said. “I want to show you something.”

I planned to show Amanda that insects can detect coming rains. If insects could do it, then it wasn't impossible. So why couldn't people do it, too?
APPENDIX D
Reading Fluency Assessment: Directions and Multidimensional Scale
Reading Fluency Assessment Directions

**Materials Needed**
- Device to time and record student reading
- Student copy of the passage, as printed
- Reading fluency assessment directions and scale
- Teacher copy of the passage, double-spaced

**Before Assessment**
1. Review the directions for assessment.
2. Make sure you have a copy of the teacher passage and reading fluency assessment page for each student you plan to assess. This will provide the teacher a place to note dysfluent reading behaviors in order to give a rating. You may use the same copy of the student passage (perhaps laminated) for multiple students.
3. Find a quiet place, away from others, to assess the student. Ensure you have enough time to explain the task to each student and give him/her some time to review the passage before beginning the one-minute timed reading.

**During Assessment**
1. Explain that in middle school we don’t focus on reading out loud as much as they did in elementary school. It’s still an important part of reading, and listening to their students read can help teachers figure out to help them continue to improve as readers.
2. Make the student feel comfortable. Ask how he or she feels about reading out loud and explain that this exercise will not impact their grade in your class, but that it will help you learn more about them as a reader.
3. Tell him or her that they will read out loud from a story for one minute while you listen and jot down some notes. Remind him or her that reading fast isn’t always better, and that they should read at a speed that would allow them to answer basic questions about the passage.
4. Provide the student with the student copy of the passage.
5. Allow time for the student to pre-read the passage.
6. Read the script below. The student will read out loud for one minute.
7. Record the dysfluent reading behaviors the student makes while reading on the teacher copy of the passage.
8. Mark the point the student reaches in the text at the end of the minute.

**After Assessment**
1. Review your notes on the student’s dysfluent reading behaviors.
2. Play the recording as needed to add to/change your notes.
3. Rate the student’s reading fluency on the multidimensional fluency scale.
4. Use this data (as appropriate) to place the student into groups and plan reading fluency interventions.

**Suggested shorthand markings**

<table>
<thead>
<tr>
<th>P</th>
<th>pauses</th>
</tr>
</thead>
<tbody>
<tr>
<td>inappropriate or overextended pauses that are clear breaks in the flow and pace of reading</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>S</th>
<th>sound-outs</th>
</tr>
</thead>
<tbody>
<tr>
<td>sound-outs, in which the reader consciously works at figuring out a word’s pronunciation</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>M</th>
<th>multiple attempts</th>
</tr>
</thead>
<tbody>
<tr>
<td>multiple attempts at a word (including repetitions of its correct pronunciation)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>R</th>
<th>run-ons</th>
</tr>
</thead>
<tbody>
<tr>
<td>run-ons, in which the reader fails to pause appropriately to mark a phrase or clause boundary</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I</th>
<th>intonation</th>
</tr>
</thead>
<tbody>
<tr>
<td>patterns of stress or intonation that are inconsistent with phrase or clause structure</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>W</th>
<th>word-by-word</th>
</tr>
</thead>
<tbody>
<tr>
<td>sections of text that are marked by slow, laborious pace (word-by-word reading)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C</th>
<th>choppiness</th>
</tr>
</thead>
<tbody>
<tr>
<td>many slight hesitations (choppiness) that disrupt the flow of language</td>
<td></td>
</tr>
</tbody>
</table>

Adapted from Zutell & Rairaki, 1991
# Reading Fluency Multidimensional Assessment Scale

## Student Information
Name: ___________________________  Period: ______
MAP Spring: ______  Fall: ______  NDSA: ______  Notes: ______________________________

### Phrasing

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Monotonic with little sense of phrase boundaries, frequent word-by-word reading</td>
</tr>
<tr>
<td>2</td>
<td>Frequent two and three word phrases giving the impression of choppy reading; improper stress and intonation that fails to mark ends of sentences and clauses</td>
</tr>
<tr>
<td>3</td>
<td>Mixture of run-ons, mid-sentence pauses for breath, and possibly some choppiness, reasonable stress/intonation</td>
</tr>
<tr>
<td>4</td>
<td>Generally well-phrased, mostly in clause and sentence units, with adequate attention to expression</td>
</tr>
</tbody>
</table>

### Smoothness

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Frequent extended pauses, hesitations, false starts, sound-outs, repetitions, and/or multiple attempts</td>
</tr>
<tr>
<td>2</td>
<td>Several “rough spots” in text where extended pauses, hesitations, etc., are more frequent and disruptive</td>
</tr>
<tr>
<td>3</td>
<td>Occasional breaks in smoothness caused by difficulties with specific words and/or structures</td>
</tr>
<tr>
<td>4</td>
<td>Generally smooth reading with some breaks, but word and structure difficulties are resolved quickly, usually through self-correction</td>
</tr>
</tbody>
</table>

### Pace

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Slow and laborious</td>
</tr>
<tr>
<td>2</td>
<td>Moderately slow</td>
</tr>
<tr>
<td>3</td>
<td>Uneven mixture of fast and slow reading</td>
</tr>
<tr>
<td>4</td>
<td>Consistently conversational</td>
</tr>
</tbody>
</table>

Adapted from Jutell & Rasinski. 1991
APPENDIX E
Reading Fluency Assessment List
Reading Fluency Assessment List

Use the space below to list students whose reading fluency you may want to assess based on multiple criteria.

<table>
<thead>
<tr>
<th>Criteria: NWEA MAP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria: NDSA</td>
</tr>
<tr>
<td>Criteria:</td>
</tr>
<tr>
<td>Criteria:</td>
</tr>
<tr>
<td>Criteria:</td>
</tr>
<tr>
<td>Criteria:</td>
</tr>
</tbody>
</table>

In the table below, list the 3-8 students you have chosen to assess for reading fluency.

<table>
<thead>
<tr>
<th>Student</th>
<th>Period</th>
<th>Assessment Time &amp; Place</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX F
Exit Ticket - end of Session One
Please complete the sentences below.

1. I would define reading fluency as...

2. Automaticity in reading is important because...

3. Prosody in reading is important because...

4. Something new I learned today is...

5. I am still wondering about...

Feel free to note any other questions, comments, suggestions, or concerns on the back of this page. Thank you for attending today!
## APPENDIX G
### Intervention Groups and Plans

**Reading Fluency Groups**
Tier 2 intervention – in class

<table>
<thead>
<tr>
<th>Class Period:</th>
<th>Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class Period:</th>
<th>Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Class Period:</th>
<th>Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Class Period:</th>
<th>Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class Period:</th>
<th>Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Reading Fluency Groups
Tier 3 intervention – priority day

<table>
<thead>
<tr>
<th>Students</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

### Reading Fluency Groups
Tier 3 intervention – priority day

<table>
<thead>
<tr>
<th>Students</th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>
## Reading Fluency Interventions

<table>
<thead>
<tr>
<th>Tier 2 / 3 Intervention:</th>
<th>Targeting:</th>
<th>phrasing</th>
<th>smoothness</th>
<th>pace</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Students:</td>
<td></td>
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<tr>
<td>Supplies Needed:</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Strategies &amp; Activities:</td>
<td>Notes:</td>
<td></td>
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<tr>
<td>Assessment:</td>
<td>Next Steps:</td>
<td></td>
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</tbody>
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APPENDIX H
Southwest West Central Service Cooperative
Education and Administrative resources pages, Fluency

Online access for fluency resources: https://www.swsc.org/page/725
APPENDIX I
Intervention Data Tracking
# Reading Fluency Data Tracking

Name: ________________________  Period: ______

## Score Tracking

<table>
<thead>
<tr>
<th>Assessment Date</th>
<th>Phrasing</th>
<th>Smoothness</th>
<th>Pace</th>
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</thead>
<tbody>
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</tbody>
</table>

## Intervention Tracking

<table>
<thead>
<tr>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

## Intervention Details

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
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<tbody>
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<td></td>
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</table>
APPENDIX J
Workshop Evaluation - end of Session Three
Please complete the workshop evaluation below.

**What is your overall assessment of the three workshop sessions?** [Check one.]
1 – did not meet expectations
2 – approached expectations
3 – met expectations
4 – exceeded expectations

**As a participant, did you reach each session’s objectives?**

<table>
<thead>
<tr>
<th>Session Objective</th>
<th>Yes</th>
<th>Partially</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session One</strong></td>
<td></td>
<td></td>
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<tr>
<td>define reading fluency and describe its relationship to reading comprehension</td>
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<tr>
<td>accurately rate a one-minute recording of a student’s reading for rate, accuracy, and prosody</td>
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<tr>
<td>identify three to eight students to assess for reading fluency, determine when and how they will do so</td>
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<tr>
<td><strong>Session Two</strong></td>
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<tr>
<td>sort your students into groups and plan your first intervention lessons[]</td>
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<tr>
<td><strong>Session Three</strong></td>
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<td>share your students’ progress, identify next steps for those who need continued support, and identify more student to assess</td>
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</table>

**Which topics or aspects of the workshop did you find most interesting or useful?**

**How do you think you will use the information presented in your ongoing work with students?**

**How do you think the workshop could have been made more effective?**

**Do you have any further other questions, comments, suggestions, or concerns?**