

# Unit 4 • Module 1: Administering the Texas Middle School Fluency Assessment

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## Section 1

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### Slide 1—Title Slide

Welcome to the first module in the Diagnostic and Progress Monitoring Data unit, Administering the Texas Middle School Fluency Assessment.

### Slide 2—House Bill 2237, Section 6

State legislation now requires that grade 7 students who failed the annual state reading test in the spring of their sixth-grade year be assessed to determine areas of reading difficulty. To meet this requirement, the Texas Middle School Fluency Assessment, or TMSFA, is offered free of charge to individuals trained in its use and interpretation. There are no reporting requirements. The intent is that teachers will use the data to plan appropriate interventions to bring students up to the grade-level standard.

### Slide 3—Using Diagnostic and Progress Monitoring Data

This module will acquaint you with the features of and procedures used for the TMSFA. This diagnostic and progress-monitoring instrument was developed for students in grades 6 through 8 who failed the state reading test. If a school or district wants to identify a broader range of students at risk for reading failure, the TMSFA can also be administered to students with a very low passing score, usually considered within the confidence interval, or “on the bubble.”

Although House Bill 2237 applies only to seventh-grade students, a schoolwide approach to reading intervention includes regular assessments and progress monitoring of all students identified as having difficulty reading. To increase the likelihood that students will close the gap in their performance and meet grade-level standards in reading, it is important to determine their needs as soon as possible and plan strategic interventions accordingly.

The focus in this module is on administering the TMSFA and collecting student data. The next module will examine how to interpret the data and use it to plan appropriate instruction.

## Slide 4—Objectives

The objectives of this module are: to understand the predictive validity of oral reading fluency measures, to become familiar with the components of the TMSFA, to know how to administer the Passage Reading Fluency subtest, and how and when to administer the Word Reading Fluency subtest.

## Slide 5—Efficient Indicator of Overall Reading Ability

Research with fourth- and fifth-graders has established the utility of Oral Reading Fluency, or ORF, measures for quickly and accurately identifying students who could benefit from instructional interventions.

## Slide 6—Efficient Indicator of Overall Reading Ability (cont.)

Measurement of oral reading fluency may serve as a strong indicator of overall reading competence because it captures individual differences in a number of reading subcomponents at lower and higher levels of processing.

## Slide 7—Structure of the TMSFA

The TMSFA consists of two subtests:

The Passage Reading Fluency subtest is used to determine students' accuracy and fluency with connected text. Students will have 1 minute to read as much of each passage as they can. After each 1-minute reading, the test administrator will deliver a retell prompt to gather data on the student's reading comprehension.

The Word Reading Fluency subtest is used to determine students' word-level abilities in the absence of context. Some students will be asked to read words from a series of three lists at each of three difficulty levels. Students identified for this subtest will have 1 minute to read as many words as they can from each list.

The range of difficulty levels used in both the Passage Reading and Word Reading Fluency subtests is intended to reflect authentic reading requirements. In any given text, students can expect to encounter vocabulary that is below grade level, at grade level, and above grade level.

## Slide 8—Data Collection Points

The TMSFA is used three times during the academic year to monitor students' performance. Beginning of year, or BOY, is given just after school starts in the fall. Middle of year, or MOY, is given just after winter break in January. And end of year, or EOY, is given at the end

of the school year. House Bill 2237 pertains to only the first administration of the TMSFA, which occurs within the first 6 weeks of school.

Later, in the next module, we will discuss how to use the data collected at each assessment point in order to make instructional decisions. Remember, the TAKS or the STAAR reading test serves as the initial screening tool to determine which students are having difficulty with reading. Only students who fail the state reading test will be required to take the diagnostic assessment.

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## Section 2

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### Slide 9—Entry Points for Testing: Passage Reading Fluency

The TMSFA begins with the Passage Reading Fluency subtest, which assesses word reading accuracy and fluency for connected expository and narrative texts.

Students in grades 6, 7, and 8 will have different entry points for this subtest. Because grade 7 is the year required by House Bill 2237 to have a diagnostic assessment, all examples in this module will be from grade 7. **Handout 1: Grade 7 Entry Points for Passage Reading Fluency** lists the passages that will be administered at each assessment point.

Regular testing occurs at the three time points listed in the first chart: BOY, or beginning of the year; MOY, or middle of the year; and EOY, or end of the year. If a student enrolls in your school between the predetermined testing points, such as between BOY and MOY, administer the alternate passages indicated on the Between Assessment Time Points table.

At each testing point, students will read three passages. Passage 1 will always be easier, while the green highlighted passages 2 and 3 tend to be more challenging. Two difficulty levels are given “in order to provide students with an opportunity to stair-step their decoding, fluency, and comprehension skills up to the level necessary to attain the met standard criteria on the [state assessment].”

### Slide 10—Passage Reading Fluency: Progress Monitoring

The other tables on Handout 1 provide a selection of passages at different difficulty levels to be used for additional progress monitoring throughout the year. There are three tables of progress-monitoring passages for each grade level: August–November, which is shown in the sample on the slide; December–February; and March–May.

Administer the progress-monitoring assessment once per time period, using any of the pas-

sages listed. Be sure to select a different passage for each time period, as there is some overlap across selections.

Although the data gathered at these times will be from a single passage, as opposed to the three passages used for the assessment, you will need to follow the same administration guidelines.

## Slide 11—Preparing to Administer the Passage Reading Fluency Subtest

Some preparation is necessary before testing. You will need a pen or pencil to record student responses, along with a digital timer. It is important to observe the 1-minute time limit for each passage, or the test results will be invalid. You are also instructed to prompt a student who hesitates longer than 3 seconds. Therefore, the timer you use should indicate seconds, not just minutes.

In preparation for the test, you will need the appropriate student and examiner packets. You will need only one copy of the student packet, which can be reused with all students at the same grade level and testing point. The number of examiner packets needed depends on the number of students tested. Because you will mark up your examiner copy when testing, you will need one copy per student.

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

The cover page lists the three passages used at this grade level and entry point, as well as directions to the student, which we will review in a moment.

On pages 2 and 3, you will find the Record Sheet. The Record Sheet in your examiner packet will be blank, like the version on the slide; today, we will use this partially filled-in handout version as a model.

Before administering the test, fill out the top portion of the sheet. Keep this sheet handy, as you will return to it several times during testing.

Let’s take a quick look through the rest of Handout 2, which we will use for the next several slides. Following the Record Sheet, you will find the three passages for testing. Like most of the passages in the TMSFA, each passage is two to three pages long. As you will learn, it may not be necessary to duplicate all pages for the purposes of testing. In most cases, printing the first page of each passage will be sufficient because students who struggle with reading are not likely to read more than 150 words in 60 seconds. Keep this in mind when preparing your copies for administering the test.

Please turn back to the first page of Handout 2.

## Slide 12—Administering the Passage Reading Fluency Subtest: / Do

When you have everything prepared and are ready to begin testing a student, have the student sit directly across from you. Place a copy of the student packet in front of the student with the cover page on top.

Have your examiner packet in front of you, cover page on top, and read aloud the first paragraph of directions, word for word: “I want you to read this passage out loud and do your best reading. If you get stuck or come to a word you cannot read, I will tell you the word so you can keep reading. When I say ‘Stop,’ I will ask you to tell me about what you read. Do you understand? ... Okay, you will begin as soon as I turn the page.”

## Slide 13—Administering the Passage Reading Fluency Subtest: / Do (cont.)

When the student is ready to begin, set your timer for 1 minute. Then, turn or remove the student’s cover page and read the title to the student. Start the timer when the student says the first word.

As the student reads, mark your copy of the passage to indicate the student’s errors. Mark a slash through words the student reads incorrectly. Errors are counted every time they are made—even if the student mispronounces the same word repeatedly throughout a passage.

The only exception to this rule concerns pronunciations that are culturally or linguistically based. “It is important to be sensitive to students’ dialectic, linguistic, and cultural diversity when administering the TMSFA. Reliability of scoring can be compromised when the student taking the assessment and the teacher administering the assessment do not share similar dialectic, linguistic, or cultural backgrounds. Therefore, flexibility, professional judgment, and knowledge of how dialect influences the pronunciation of words in context and isolation should be used in scoring responses.”

Please locate and review **Handout 3: Passage Fluency Scoring Rules**. The directions on this handout have most of the information you need to score the reading. Remember, you will mark with a slash any words the student reads incorrectly, including mispronunciations, substitutions of sounds or words, reversals of sounds, skips, alterations of numerals, or omissions of sounds or words. Also, mark with a slash any word on which the student hesitates for 3 seconds or more. Provide the word and, if necessary, tell the student to “Go on.” Take a moment to review Handout 3.

## Slide 14—Administering the Passage Reading Fluency Subtest: /Do (cont.)

If a student skips an entire line, interrupt his or her reading. Point to the beginning of the line that was skipped and ask the student to start reading again from the first word on that line. Mark only that word with a slash, unless the student makes additional errors in rereading the line. Practice offering this direction so you minimize the lost time. Do not stop the timer to offer the redirection: Get the student reading again as quickly as possible.

When the timer sounds, indicating 1 minute has passed, you need to record the last word the student read. Tell the student to “Stop,” and then simply draw a circle around the word on your copy of the passage.

A student may refuse to read further or indicate he or she cannot read any more words. In that case, encourage the student to keep trying, and if the student still refuses to read, record the time at which he or she stopped and circle the final word read. If a student reads all the words in a given passage in less than a minute, record the time when the student completed the passage. This will be unlikely because almost all of the passages contain more than 200 words.

## Slide 15—Administering the Passage Reading Fluency Subtest: /Do (cont.)

The next step in administering the subtest is to assess the student’s comprehension of the passage. Flip the student’s packet back to the cover page to keep the passage from view. Then give the initial retell prompt: “Can you tell me everything you remember reading in the passage?”

If the student pauses, deliver the follow-up prompt: “Do you remember anything else?” Deliver the follow-up prompt each time the student pauses, until he or she can recall no more information.

If the student read at least 80 words, transcribe the student’s retell in detail. The 80th word of each passage has been shaded on your examiner copy for you to identify it easily.

Space for transcription is provided on the Record Sheet, or Handout 2, pages 2 and 3. Note there is one transcription space per passage.

Try to write the student’s retell as accurately and completely as possible because this information will be used to interpret the results and plan instruction. However, if the student does not reach the 80th word, you do not need to record the retell.

After completing the administration of one passage, transition immediately to the next passage. To reduce the time spent testing each student, wait to record the word and error counts on the Record Sheet until you have finished administering all the passages and word lists.

The following video shows a teacher administering the Passage Reading Fluency subtest. As you watch, you may want to jot down some of the things you observe that may be useful as you prepare to administer this assessment to your own students.

Do not mark your copy of the passage yet. For now, concentrate on how the teacher in the video administers the assessment.

**Video: Administering the TMSFA: Passage Reading Fluency (3:38)**

## Section 3

### Slide 16—Administering the Passage Reading Fluency Subtest: *WE Do*

To practice scoring the Passage Reading Fluency subtest, we will now listen to a recording of a seventh-grade student at the beginning of the year. Turn to Handout 2, page 3, for the first and easiest passage of the seventh-grade beginning of year assessment: “Laura.” Make sure your timer and pen or pencil are handy.

Our student will be reading from the student version of the passage, which is identical to your version, with two exceptions: Your version has the 80th word shaded and the Lexile information under the title. To eliminate possible distractions while reading, the student’s version does not.

It will be helpful to familiarize yourself with the passage before you administer it for the first time. Take a moment to do that now.

*The speaker pauses for 1 minute.*

You will not need the student packet for the activities in this module, though you will use it when testing. As the student reads, follow along, marking your copy of “Laura.” Draw a slash through any of the words he reads incorrectly or skips. If he hesitates for 3 seconds, practice providing the word and prompting the student to go on. Draw a slash through that word, too. When the timer sounds, draw a circle around the last word the student read.

Follow along as I read aloud the directions from your examiner packet cover page: “I want you to read this passage out loud and do your best reading. If you get stuck or come to a word you cannot read, I will tell you the word so you can keep reading. When I say ‘Stop,’ I will ask you to tell me about what you read. Do you understand? ... Okay, you will begin as soon as I turn the page.”

Set your timer for 1 minute; then, turn the student’s cover page. Say, “The title of this passage is ‘Laura.’”

Start your timer when the student reads the first word, which will happen about 5 seconds after I stop talking. As you listen to the audio selection, mark your examiner’s copy of the passage. Ready? Here we go.

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## Section 4

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### Slide 17—Administering the Passage Reading Fluency Subtest: *WE Do* (cont.)

Now, take a moment to compare how you marked “Laura” with the scoring on the slide.

The student struggled to pronounce *Ingalls* in the first sentence. You should have provided the word to him so he could continue reading. He said *arthur* instead of *author* in that same sentence. In the next sentence, he said *writes* instead of *wrote*. In the third line, he mispronounced *Ingalls* and then inserted the words *who was* in the following sentence. In the fourth line, he omitted the word *Ingalls* and omitted the ending on *wherever* when he said *where*. In the sixth line, he suddenly skipped down to the eighth line after reading the word *13*. You should have redirected him to the line he had not finished and then marked the beginning of the portion he skipped with a slash. He then omitted the word *and* and inserted the word *to* before omitting the ending on *returned* when he read *to return to*. Altogether, there are nine slash marks. We do not count the insertions as errors, so this student made nine errors on the passage.

When the timer sounded, he had finished the word *again* in line 8, so that word is circled. The numbers in the left margin are a running tally of the words in the passage. When the student started reading line 8, he had already read 109 words. He stopped reading on *again*, so we count over from 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, to 123. The word *again* in line 8 is the 123rd word.

Notice that the student read past the shaded word *moved*. This is the 80th word in the passage, and it indicates to the tester that the student’s retell must be carefully transcribed on the Record Sheet.

### Slide 18—Administering the Passage Reading Fluency Subtest: *WE Do* (cont.)

Always give both retell prompts, regardless of whether the student read past the shaded word. Flip the student’s packet back to the cover page to conceal the text and read the initial prompt: “Can you tell me everything you remember reading in the passage?”

Because our student read past the 80th word, you would record his retell on the Record Sheet under Passage 1. His retell, seen here, is transcribed on the slide. “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.”

If our student had not read past the 80th word, you would not record his retell. In either case, ask, “Do you remember anything else?” until the student can recall no more information.

### **Slide 19—Administering the Passage Reading Fluency Subtest: *WE Do* (cont.)**

After giving the prompts and recording the retell, if applicable, proceed to the next passage. Do not record the remaining data on the Record Sheet until you have administered all passages and, in some cases, the word lists. These steps can be done without the student present.

That said, now let's learn how the data from our student's reading of “Laura” will be recorded after testing. Turn to page 2 of Handout 2 and follow along to see how the information is recorded.

On the first line of the scoring box, notice the spaces to record the actual word on which the student stopped, as well as the word's number. When we counted over to that word on the passage, we determined it was word 123. The second row of the table indicates the amount of time the student read the passage. Our student read for the full 60 seconds. Next to that information, record the number of errors the student made. When we counted the slashes we made on the passage, the student had nine errors. If we subtract the errors from the total number of words read, we get the number of words read correctly, or 114.

Because of the 1-minute time limit, the WCPM, or words correct per minute, is typically the same as the number of words read correctly. However, it is possible that a student reads for less than a minute, whether finishing an entire passage or refusing to continue reading. When a student reads for less than 1 minute, you will need to calculate the WCPM. The formula is provided in your scoring box.

The final bullet point on this slide gives an example of a student who refused to continue after reading for 57 seconds. We still calculate the words read correctly by subtracting his errors from the total number of words he read. In our example, the number of words read correctly is 50. This number is multiplied by 60, and the product is divided by the number of seconds the student read. Therefore, we multiply 60 by 50, divide by 57, and get 52.63. The student read about 53 WCPM. Please note you will use this formula only when a student reads for less than 60 seconds. No student should be allowed to read for more than 60 seconds. Leave the remaining boxes blank for now. We will discuss those items in the next module.

## Slide 20—Administering the Passage Reading Fluency Subtest: *YOU Do*

The next passage in our packet to be administered is “A Wonderful Friendship,” which begins on page 6 of Handout 2. This passage will be a little more challenging than “Laura.”

Be sure you have a pen or pencil, a timer, and the examiner packet. You will not need the student packet for this particular activity, though you will use it when administering the test.

On the audio recording, you will hear the same student reading “A Wonderful Friendship.” Practice marking his errors with a slash as you follow along on Handout 2. Errors include mispronunciations, substitutions, reversals, skips, and alterations of numerals. Hesitations—pausing or struggling to sound out words—lasting 3 seconds also count as errors; watch your timer and provide the word after 3 seconds have elapsed. Insertions do not count as errors; write the inserted words above the line in which they were made. If our student skips an entire line, redirect him to the start of that line and count only the first word as an error.

Now, take a moment to read “A Wonderful Friendship.”

*The speaker pauses for 1 minute.*

Set your timer for 1 minute.

Because the student has already heard the full directions once, you will not have to repeat them. Instead, ask the student to turn to the next passage, and say: “Now try this passage.” Read the title of the passage aloud before saying, “Ready? Begin.”

As you listen to the audio selection, mark your examiner’s copy of the passage. Start your timer when the student reads the first word, in about 5 seconds.

## Section 5

### Slide 21—Administering the Passage Reading Fluency Subtest: *YOU Do* (cont.)

Let’s check how you marked the passage “A Wonderful Friendship.” Your first page of the passage should look something like what’s on the slide.

In the first line, the student read *couldn’t* as *could not*. This is marked as an error on *couldn’t* for omitting the ending, and the insertion *not* is recorded above the line. Remember, insertions do not count as errors when we tally the results.

The student also mispronounced *Graham* as *Gray-am* in that line, and he said *a* instead of *the*. In the second line, he omitted the word *not*. In line 3, he reversed the words *together* and

*they*. This is marked as an insertion of *they* before the word *together* and a deletion of *they* after the word. In line 5, the student hesitated on *inability* and was provided the word. He also skipped the word *how*. In line 6, he said *her* instead of *Keller's*. In line 8, he altered the numeral 6 when he said 16. In line 9, he inserted the word *very* before the word *well* and said *for* instead of *of*.

In line 10, he read *the* instead of *his*. On the last line the student read, he inserted the words *Alexander Graham* before ending on *Bell*.

How many words did you draw a slash through on this page?

*The speaker pauses for 12 seconds.*

You should have drawn a slash through 11 words. How many total words did he read on this page?

*The speaker pauses for 12 seconds.*

Your answer should be 141.

Now, calculate his WCPM, or words correct per minute.

*The speaker pauses for 12 seconds.*

Your answer should be 130. We subtract the 11 slashed-through words from the 141 total words to reach his WCPM of 130.

Turn back to Handout 2, page 2. When actually administering the test, wait to record the remaining data on the Record Sheet until you have administered all passages and word lists. For the purposes of this demonstration, go ahead and fill in the blanks.

## **Slide 22—Administering the Passage Reading Fluency Subtest: *YOU Do* (cont.)**

At this point, you would flip the student's packet back to the cover page to conceal the text [and] then read the prompt, "Can you tell me everything you remember reading in the passage?"

After recording the retell and prompting the student until he or she can recall no more, proceed to the next passage. Leave the equated score and the remaining retell boxes blank for now. We will discuss those items in the next module.

## **Slide 23—Administering the Passage Reading Fluency Subtest: *YOU Do* (cont.)**

The third and final passage to be administered for grade 7 BOY is "Spreading Wildflowers," which begins on page 8 of Handout 2. Like the previous passage, this one will be a little

more challenging than “Laura.”

Be sure you have a pen or pencil, a timer, and the examiner packet. You will not need the student packet for this particular activity, though you will use it when administering the test.

On the audio recording, you will hear the same student reading “Spreading Wildflowers.” Practice marking his errors with a slash as you follow along on Handout 2. Errors include mispronunciations, substitutions, reversals, skips, and alterations of numerals. Hesitations—pausing or struggling to sound out words—lasting 3 seconds also count as errors; watch your timer and provide the word after 3 seconds have elapsed. Insertions do not count as errors; write the inserted words above the line in which they were made. If our student skips an entire line, redirect him to the start of that line and count only the first word as an error. Now take a moment to read “Spreading Wildflowers.”

*The speaker pauses for 1 minute.*

Set the timer for 1 minute.

As with the previous passage, you will not have to repeat the full directions. Instead, ask the student to turn to the next passage, and say: “Now try this passage.” Read the title of the passage aloud before saying, “Ready? Begin.” I will demonstrate for you before we start: “Now try this passage: ‘Spreading Wildflowers.’ Ready? Begin.”

As you listen to the audio selection, mark your examiner’s copy of the passage. Start your timer when the student reads the first word, in about 5 seconds.

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## Section 6

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### **Slide 24—Determining Whether to Administer the Word Reading Fluency Subtest**

For many students, the administration of the TMSFA will end after the third passage of the Passage Reading Fluency subtest. Those who read two or three passages so slowly and laboriously as to not finish at least 80 words in the 60-second time limit should be administered the Word Reading Fluency subtest. These are the students for whom you do not record the main idea responses. The time saved in not transcribing the main idea statements will be used for administering the word lists.

In addition to slow and laborious reading, you may be concerned about a pattern of errors a student is making. For example, the student may have consistently omitted the endings of words or may have consistently mispronounced words with a particular vowel combination.

Administering the Word Reading Fluency subtest can provide you with additional information on how the student is processing individual words.

The administration of one or both subtests is optional. Therefore, your decision about whether to continue testing a student should be driven by each student's performance.

## Slide 25—Entry Points for Testing: Word Reading Fluency

Please turn to **Handout 4: Entry Points for Word Reading Fluency**.

If you decide to administer the Word Reading Fluency subtest, you will do so immediately after completing the Passage subtest. For this reason, be sure to have the materials and procedures for both subtests prepared every time you administer the TMSFA.

All word lists administered at BOY, MOY, and EOY are the same for grades 6, 7, and 8. In other words, the easy word list for BOY grade 6 is the same as the easy word list for BOY grades 7 and 8. Because 1 year separates administrations of each list, scores shouldn't be influenced by practice effects.

To ensure a year separation between administrations, use the lists in the alternative entry time points for students who enter your school system between the usual assessment time points.

Difficulty is relatively the same within each band of easy, moderate, and challenging lists. So, for example, Word List 4 should not be considered more difficult than Word List 1, 2, or 3.

Practice word lists are available to help students understand the directions for the subtest or to help you practice administering the subtest.

## Slide 26—Preparing to Administer the Word Reading Fluency Subtest

Please turn to **Handout 5: Word Reading Fluency Subtest: BOY Examiner's Packet**.

You will only need one copy of the student packet, which can be reused with all students at the same grade level and testing point. The number of examiner packets needed depends on the number of students tested. Because you will mark up your examiner copy when testing, you will need one copy per student.

On the cover page, you will see the three word lists used at this entry point, as well as directions to the student, which we will review in a moment.

On page 2, you will find the Record Sheet.

Before administering the test, fill out the student's name. To save time in testing, you may choose to fill out the other data on the top portion afterward. Keep this sheet handy, as you

will return to it several times during testing.

Following the Record Sheet, you will find the three beginning of year word lists for testing: easy, medium, and difficult.

### **Slide 27—Administering the Word Reading Fluency Subtest: / Do**

Now, please turn back to the first page of Handout 5.

You will place a copy of the student packet in front of the student with the cover page on top. Have your examiner packet, or Handout 5, in front of you, cover page on top, and read aloud the first paragraph of directions, word for word:

“I want you to read this word list out loud and do your best reading. Begin at the top, and read down the list as fast as you can until I tell you to stop. If you come to a word you cannot read, just skip it and go to the next word. If you skip more than one word, point to the word you are reading next. Do you understand? ... Okay, you will begin as soon as I turn the page.”

### **Slide 28—Administering the Word Reading Fluency Subtest: / Do (cont.)**

Now, set your timer for 1 minute. When the student is ready to begin, turn or remove the student’s cover page. Start the timer when the student says the first word. As the student reads, draw a slash mark through words the student reads incorrectly.

The errors on the Word Reading Fluency subtest are more straightforward than on the Passage subtest. There will be no reversals of whole words, insertions of words, or numerals that might be altered. Either the student reads the word correctly, or he or she does not. Students may self-correct their errors, in which case you would write “SC” above your slash mark. Self-corrections do not count as errors when you tally the results.

The most difficult element of scoring on the word lists will be in pronouncing the proper nouns. Some unusual names will be found on the more challenging word lists, so review all the words prior to administering the test for the first time. We will see examples of these words as we practice administering the test.

### **Slide 29—Administering the Word Reading Fluency Subtest: / Do (cont.)**

Keep your timer in view. To prevent students from getting bogged down on a word, allow only 3 seconds of hesitation. Do not provide the word as you did in the Passage subtest; words on these lists are decontextualized and do not repeat, so providing the word will only take up the student’s reading time. Instead, after a student hesitates for 3 seconds, mark the word as an error and tell the student to “Go on.”

The raw score of the test is determined by the number of words the student is able to read correctly in 60 seconds. When time is up, tell the student to “Stop,” and then, on your copy of the word list, draw a circle around the last word the student read.

Because you are testing only students who failed the state reading assessment and who read the Passage Reading Fluency subtest very slowly, it will be rare to have a student finish all the words in a minute. However, if a student does read all the words on a given list in less than 60 seconds, record the time on the Record Sheet.

Alternatively, the student may refuse to continue reading or say that he or she does not know any of the words. When this happens, direct the student to “Look over the whole list to see whether you can read any more words.” Score those as you normally would. If the student can read no more words, circle the last word read and record the time.

After you have completed the administration of one word list, immediately prepare to administer the next list. Reset your timer for 1 minute. Turn the student’s packet to the next list and read the directions on the examiner’s cover page: “Now try this list. Ready? Begin.”

Start your timer when the student reads the first word. Then, follow the same directions for recording words read incorrectly, prompting after hesitations of 3 seconds, and recording where and/or when the student stopped.

The next classroom video shows a teacher administering the Word Reading Fluency subtest. As you watch, pay attention to how the teacher has prepared the materials and structured the administration of the assessment. Do not mark your copy of the word list yet. For now, pay attention to how the teacher manages the administration of the assessment. Notice how the teacher prepared for the test and created a positive but efficient environment.

**Video: Administering the TMSFA: Word Reading Fluency (2:22)**

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## Section 7

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### **Slide 30—Administering the Word Reading Fluency Subtest: *WE Do***

To practice scoring the Word Reading Fluency subtest, you will listen to a seventh-grade student at the beginning of the school year. According to the beginning of year examiner’s packet, we should use Word List 1.

Turn to Word List 1 on Handout 5, page 3. Notice that your examiner’s version has the entry point and difficulty level information in the heading. The student version does not have this information but is otherwise identical in content.

It will be helpful to familiarize yourself with the list before you administer it for the first time. Notice that words 30 and 33 on this list have two possible pronunciations: “woond” or “wownd” and “root” or “rowt.” All acceptable pronunciations will be counted as correct on this subtest.

Remember when you are testing to bring a pen or pencil, a timer, the student packet, and the examiner packet. You will not need the student packet for the activities in this module, though you will use it when testing.

Draw a slash through the words he reads incorrectly or skips. If he hesitates for 3 seconds, practice prompting the student to go on. Draw a slash through that word, too. When the timer sounds, draw a circle around the last word the student read.

Follow along as I read aloud the directions from the cover page of your examiner’s packet:

“I want you to read this word list out loud and do your best reading. Begin at the top, and read down the list as fast as you can until I tell you to stop. If you come to a word you cannot read, just skip it and go to the next word. If you skip more than one word, point to the word you are reading next. Do you understand? ... Okay, you will begin as soon as I turn the page. Ready? Begin.”

As you listen to the audio recording, please mark your examiner’s copy.

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## Section 8

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### Slide 31—Administering the Word Reading Fluency Subtest: *WE Do* (cont.)

Now, take a moment to compare how you marked Word List 1 with the scoring on the slide. Once you have more practice administering the Word Reading Fluency subtest, you may want to record exactly what the student said when he made the error.

Here, the student hesitated for 3 seconds on word 5. He reversed the *t* and *s* in the final consonant blend on word 6. He altered the second syllable on word 10. He made the closed syllable on word 15 into a vowel-consonant-*e* syllable. He did not pronounce the consonant blend at the end of word 17. He made the closed syllable in word 18 into a vowel-pair syllable with no final blend. He did not pronounce the consonant digraph at the end of word 20, but instead made the word into a vowel-consonant-*e* syllable. He did not pronounce the vowel *y* with the long sound in the vowel-consonant-*e* syllable on word 23. He mispronounced the vowel pair on word 30, but did get the final blend correct this time. He hesitated for 3 seconds on word 33, and your timer should have sounded after he read word 34. He read the closed syllable in that word with a long vowel.



If you are unfamiliar with the syllable types just mentioned, they will be explained in detail in Unit 5, Module 1: Identifying Syllable Structures. For now, it is sufficient to know that the student made errors in reading the words marked with a slash.

Most importantly, we know that he read 34 words in 1 minute and made 11 errors.

### **Slide 32—Administering the Word Reading Fluency Subtest: *WE Do* (cont.)**

When you actually administer the assessment, you will continue to the next word list. However, to learn how the data from our student’s reading of Word List 1 will be recorded after testing, turn back to page 2 of Handout 5, the Record Sheet. The information on this reading of Word List 1 has been filled in for us on the slide.

The first row has a place to record the actual word on which the student stopped, as well as the word’s number. The second row of the table has the amount of time the student read the passage. Our student read for the full 60 seconds. Next to that information, we record the number of errors the student made. When we counted the slashes we made on Word List 1, the student had 11 errors. If we subtract the errors from the total number of words read, we get the number of words read correctly, or 23.

Because of the 1-minute time limit, the WCPM, or words correct per minute, is typically the same as the number of words read correctly. However, it is possible that a student reads for less than a minute, whether finishing an entire list or refusing to continue reading. When a student reads for less than 1 minute, you will need to calculate the WCPM. The formula is provided in your scoring box.

The last bullet point on this slide shows a situation in which a student only read for 55 seconds. We still calculate the words read correctly by subtracting his errors from the total number of words he read. In our example, the number of words read correctly is 30. This number is multiplied by 60, and the product is divided by the number of seconds the student read. Therefore, we multiply 60 by 30, divide by 55, and get 32.7. The student read about 33 WCPM.

This formula is provided three-quarters of the way down your Record Sheet. Please note you will use the formula only when a student reads for less than 60 seconds. No student should be allowed to read for more than 60 seconds.

Leave the equated score blank for now. We will discuss that item in the next module.

## Slide 33—Administering the Word Reading Fluency Subtest: *YOU Do*

According to our beginning of year examiner’s packet, Word List 8 is next.

Turn to Handout 5, page 4: Word List 8. This is the moderate word list administered to students in grades 6–8 at the BOY time point. Again, you will need a pen or pencil, a timer, the student packet, and the examiner packet. You will not need the student packet for this particular activity, though you will use it when administering the test.

While listening to the audio recording, you will hear the same student reading Word List 8. Practice marking his errors with a slash as you follow along. Errors include mispronunciations, substitutions, reversals, and skips. Hesitations—pausing or struggling to sound out words—lasting 3 seconds also count as errors; watch your timer and prompt the student to skip the word when 3 seconds have elapsed.

Because the student has already heard the full directions once, you will not have to repeat them. Instead, ask the student to turn to the next list, and say: “Now try this list. Ready? Begin.”

As you listen to the audio recording, mark your examiner’s copy.

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## Section 9

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### Slide 34—Administering the Word Reading Fluency Subtest: *YOU Do (cont.)*

Let’s check how you marked Word List 8. In addition to the marked errors, this slide includes how the student actually read those words. As you develop your skill in administering the Word Reading Fluency subtest, you will be able to make these types of notations for use in interpreting the results. For now, it is sufficient to simply mark the errors with a slash.

On word 1, the student did not pronounce the initial consonant blend. On word 3, he seemed to reverse the initial letters. He altered the ending on word 8 and left off the ending on words 9 and 13. In struggling with the multiple syllables in word 14, the student pronounced the final irregular syllable as though it were a standard vowel-consonant-*e* syllable. On word 17, the student mispronounced the *-igh*, and he hesitated for 3 seconds on word 23. Both of those words involve complex phonics. He substituted the word *husbands* for word 24 and reversed the consonants in the first syllable of word 28. On word 29, the student mispronounced the ending. He ended on word 32, in which he substituted the vowel pair in the second syllable with the short-*a* sound.

You should have drawn slashes through 12 words on this page. You should have noted that

he read 32 words and had 12 total errors. What does this make his WCPM?

*The speaker pauses for 5 seconds.*

His WCPM is 20.

### **Slide 35—Administering the Word Reading Fluency Subtest: *YOU Do* (cont.)**

When you actually administer the assessment, you will continue to the next word list. For the purposes of this demonstration, however, we will practice how the data from our student’s reading of Word List 8 will be recorded after testing. Turn back to page 2 of Handout 5, the Record Sheet.

Take a moment to record the information in the appropriate table. Leave the equated score blank for now. We will discuss that item in the next module.

*The speaker pauses for 10 seconds.*

This is how your record sheet should look. Take a moment to check your answers.

*The speaker pauses for 5 seconds.*

### **Slide 36—Administering the Word Reading Fluency Subtest: *YOU Do* (cont.)**

According to the BOY examiner’s packet, our final word list is 15. Turn to Handout 5, page 5: Word List 15. This is the challenging word list administered to students in grades 6–8 at the BOY time point.

You will hear the same student reading Word List 15. Mark his errors with a slash as you follow along. Errors include mispronunciations, substitutions, reversals, and skips. Hesitations—pausing or struggling to sound out words—lasting 3 seconds also count as errors; watch your timer and prompt the student to skip the word when 3 seconds have elapsed.

To begin, ask the student to turn to the next list, and say: “Now try this list. Ready? Begin.”

As you listen to the audio, mark your examiner’s copy.

## **Section 10**

### **Slide 37—Summary**

The objectives of this module were: to understand the predictive validity of oral reading fluency measures, to become familiar with the components of the TMSFA, to know how to

administer the Passage Reading Fluency subtest, and how and when to administer the Word Reading Fluency subtest.

You should now have sample data from three passages and three word lists appropriate for a grade 7 beginning of year administration of the TMSFA. We will use this data in the next module to interpret results and plan instruction.

It can take time to improve your ability to administer the TMSFA quickly. You might try pairing with another teacher and practicing with each other. Alternatively, you might consider recording students in your first few administrations of the subtest, so you can return to the tapes and check your accuracy at recording errors.