

Handouts

UNIT 4, MODULE 2: Interpreting and Implementing Assessment Results

Passage Reading Fluency Subtest: Grade 7 BOY Examiner's Packet

7th Grade Passages

Beginning of Year (BOY) Examiner Packet

Passage 1	<i>Laura</i>
Passage 2	<i>A Wonderful Friendship</i>
Passage 3	<i>Spreading Wildflowers</i>

Directions

Passage 1

"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."

- Read the title of the passage.
- Start timing when the student says the first word.
- As he or she is reading, mark any words incorrect that are misread (i.e., substitutions, omissions, reversals, skips, or numerals read incorrectly).
- If the student hesitates for more than 3 seconds on a word, mark it as an error. Provide the word and then say, "Go on."
- If the student skips a line, stop and redirect the student to the beginning of the line. Count the first word of the line as an error. Do not stop the timer.
- After 60 seconds, say, "Stop." Circle the last word read.
- If the student finishes all the words before the time is up, note the time required to read all the words.
- COMPREHENSION RETELL: Give the initial retell prompt: "Can you tell me everything you remember reading in the passage?" Each time the student pauses, use the follow-up prompt ("Do you remember anything else?") until the student can recall no other information.

Passages 2 & 3

"Now try this passage: (Title). Ready? ... Begin."

Follow guidelines listed above.

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Record Sheet: Passage Reading Fluency

Student Name	<i>Joe Sample</i>	Date	<i>9/2/10</i>	Gender	<i>M</i>
Examiner (and Title)	<i>Patricia Professional, teacher</i>	School	<i>Texas MS</i>	Grade	<i>7</i>

Passage 1 *Laura*

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

Passage 2 *A Wonderful Friendship*

Last word read	<i>Bell</i>	Word number	<i>141</i>
A Time in seconds	<i>60</i>	Number of errors	<i>11</i>
		B Number of words read correctly	<i>130</i>
		(60 x B) ÷ A = WCPM	<i>130</i>
		C EQUATED SCORE	
Comprehension Retell	<i>This young girl couldn't hear, and they went to this scientist who helped her to see if she could talk or hear. And she couldn't even talk, and he might do sign language.</i>		
X Recalled idea units		Y Maximum possible idea units	
		X ÷ Y = Z PASSAGE RETELL SCORE	

Scoring continues on the next page.

Record Sheet: Passage Reading Fluency (cont.)

Student Name *Joe Sample*

Passage 3 *Spreading Wildflowers*

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

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

Total passage retell scores (add all Z 's)	
Divide by 3 for AVERAGE RETELL SCORE	

Laura
Lexile: 600 – 7th Grade BOY #1
Source: TPRI

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Laura Ingalls Wilder is a famous author. She wrote children's books about pioneer life in the late 19th Century. Laura was born in 1867 in a log house in Wisconsin. She was the second daughter of Charles and Caroline Ingalls. Laura had an older sister named Mary. They were very close. The Ingalls family moved frequently. They went wherever their father could find a job. Shortly after Laura's birth, the family moved to Missouri. A few years later, they moved to Kansas to start their own farm. A third daughter, Carrie, was born there. When Laura was 13, they left Kansas and returned to Wisconsin to be near family.

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The girls were happy to be there, but their father longed to farm again. So, four years later, in 1874, the family moved to Walnut Grove, Minnesota. They built a house and farmed the land. The three girls had many adventures there. But the family suffered many tragedies as well. During their first year there, Charles had grown a good wheat crop. It was destroyed by grasshoppers. This was repeated the next year as well. The family was blessed by a baby boy in 1875, but he died of an illness at only 9 months. The family suffered yet another tragedy when Mary lost her eyesight as a result of a stroke. That same year, Charles took a job with the railroad. They moved to De Smet in the Dakota Territories. When the railroad job was finished, they acquired some land. He began to farm again. A harsh winter made farming difficult that first year. But they persevered and were able to save enough money to send Mary to a school for the blind.

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When Laura was 15, she earned her teaching certificate. She began teaching at a small school several miles from her home. It was at this time that she met a farmer named Almanzo Wilder. They married three years later. They had a healthy baby girl named Rose. They had many misfortunes as well, however. Severe storms ruined their crops. This forced them into debt. Almanzo worked hard in the fields, but he got sick and became crippled. During this time, Laura was pregnant with their second child. He died shortly after birth, unnamed. Soon after, their house burned down when something in the kitchen caught fire.

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The family then moved to Florida, where the warm conditions improved Almanzo's health. They eventually returned to De Smet. But, in 1894, they relocated to Missouri. Here they would spend the rest of their lives. They bought a farm there and prospered.

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Laura was a great storyteller. Her daughter Rose convinced her to write her stories so that other children could enjoy them too. Laura did so. In all, she wrote seven children's books. These comprised her Little House series. They have been widely read and admired. She and Almanzo

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507

spent the rest of their lives at their Missouri farm. Laura died in 1957, at the age of 90. Their farm is now open for people to visit.

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A Wonderful Friendship
TCLD Title: A Wonderful Friendship
Lexile: 800 – 7th Grade BOY #2
Source: TAAS 2000

17	Helen Keller was a young girl who couldn't see or hear. Alexander Graham Bell was the famous scientist who invented the telephone. These two famous people not only knew each other, but together they also opened up new worlds of conversation.
32	
41	Helen Keller was born in 1880. When she was a baby, she lost her sight and hearing. Because of her inability to hear, she did not learn how to speak. Even so, it was clear that she was an intelligent child and was eager to learn. Keller's family did everything they could to find a way to educate her.
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100	When Helen Keller was six years old, her parents took her to see Alexander Graham Bell. He was well known for his inventions. He was also a teacher of deaf people. He considered teaching to be his most important work.
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140	Bell recognized Keller's intelligence. At his suggestion her parents hired a private teacher named Anne Sullivan. She worked with Keller every day. Through her persistence Sullivan was able to teach Keller words and their meanings. With a great deal of constant work, Sullivan taught Keller how to read and write. One of the first letters Keller wrote was to Bell.
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200	Bell encouraged Keller to learn as much as she could. Sometimes they would go on rides or visit the zoo. They also shared a love of books. Bell would tell her stories by using his fingers to spell the letters of words in her hand.
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245	One day Bell told Keller about his invention called the telephone. He explained how it was enriching lives. People all over the world benefited by being able to talk to each other when they were in separate places. Although Keller could not use the phone without help, she understood that it was important.
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295	
298	Bell opened a school for deaf students and formed an information center to help people understand the needs and abilities of deaf people. Keller was very interested in Bell's work with deaf children.
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331	Keller had worked hard and set goals for herself. Because she wanted to help Bell by telling other people about his work, she decided to take lessons to learn to speak. When she felt comfortable speaking in public, she gave a speech at Bell's information center. She told the audience how happy she was to be able to speak to them about Bell's work with deaf people.
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Bell's invention of the telephone helped hearing people talk to each other. His teaching helped deaf people talk to each other and to the hearing world. His support and instruction helped Keller express herself by writing and even speaking. Helen Keller went on to finish college and became a well-known writer.

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When she wrote a book about her life, Helen Keller dedicated it to Alexander Graham Bell. This was a symbol of their lasting friendship.

Spreading Wildflowers
TCLD Title: Spreading Wildflowers
Lexile: 910 – 7th Grade BOY #3
Source: TAAS 2001

18	Claudia Taylor was born in Karnack, Texas, in 1912. As a young child she was given the nickname
37	Lady Bird. She grew up in the country, and it was there that her lifelong love of nature began.
51	Throughout her childhood and adult years, she has enjoyed being outdoors, looking for the
	beautiful flowers that grow naturally in open fields.
59	In 1929 the state of Texas started a wildflower program. The highway department waited for the
75	flowers to go to seed before they were mowed. Then the seeds would spread and grow into plants
93	the next year. Lady Bird enjoyed exploring the countryside in search of different wildflowers. She
108	continued to do so after moving to Austin in 1930 to attend the University of Texas. Four years
126	later Lady Bird married Lyndon B. Johnson.
133	In 1964 Lyndon Johnson was running for President of the United States. As he and his wife
150	traveled around the country, Lady Bird saw beauty as well as blight. Some areas suffered from
166	neglect and ugliness. When Lady Bird's husband won the election, she wanted to do something to
182	make the nation's capital look more beautiful. The following year she found a way to do that.
199	Lady Bird helped set up the Committee for a More Beautiful Capital. She was chosen to head the
217	group of volunteers. They met once a month at the White House to discuss ideas and make plans.
235	They decided their program could be successful only if people in the community were willing to
251	get involved. To attract attention, volunteers planted flowers around the city in hundreds of places
266	that many people passed each day. They encouraged businesses to plant grass, shrubs, and flowers.
281	They organized cleanups and fix-up projects in neighborhoods. They also tried to improve school
296	yards and playgrounds. The committee gave awards each year to neighborhoods, businesses, and
309	public spaces.
311	The ideas of the committee quickly spread across the country. Some states began setting up their
327	own programs to preserve flowers and to plant new ones. Thanks to Lady Bird, many of these
344	programs included wildflowers. In the state of Texas, people continued to strengthen the program
358	that had been adopted almost 40 years before the committee began its work.
371	The Johnsons returned to Texas in 1969. Lady Bird wanted to do something to encourage more
387	people to plant wildflowers. She knew that little was known about growing these flowers in
402	gardens and that more research needed to be done.

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In 1970 Lady Bird began a project to make the city of Austin more lovely. A variety of colorful flowers and trees were planted along the banks of a major river. Trails for hiking and biking were also added. This project helped inspire the idea for building a center for studying native plants. In 1982 Lady Bird gave a large sum of money and 60 acres of land near Austin to build the National Wildflower Research Center. The purpose of the center was to learn about wildflowers and share new information with interested people everywhere. In 1998 Lady Bird was honored for her tireless efforts to make our nation more beautiful. The name of the center was changed to the Lady Bird Johnson Wildflower Center.

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Grade 7 Passage Reading Fluency Equating Table BOY – Laura

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

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Retell Scoring Guide

Laura

(page 1 of 3)

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

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

Table continues on the next page.

Retell Scoring Guide (cont.)

Laura (2 of 3)

# of Words Read	☒ Recalled Idea Unit	✓ Maximum Possible Idea Units
197	Their baby boy died	11
215	Mary had a stroke went blind lost her eyesight	12
233	They moved to De Smet The family to the Dakota Territories so the dad (Charles) could work with the railroad	13
255	The dad farmed again Charles They acquired some land The family got or	14
283	They saved money to send Mary to a school for the blind The family	15
295	Laura started teaching when she was 15	16
319	She got married Laura married a farmer (Alonzo Wilder)	17
327	They had a baby Laura and Almonzo had a baby named Rose	18
342	Storms ruined their crops They went into debt or	19
357	Her husband got sick Almonzo became crippled	20
372	Their second baby died Her (Laura's) second baby	21
382	Their house burned down	22

Table continues on the next page.

Retell Scoring Guide (cont.)

Laura (3 of 3)

# of Words Read	X Recalled Idea Unit			Y Maximum Possible Idea Units
395	They Laura and Almonzo	moved	around a lot to Florida to De Smet	23
424	They Laura and Almonzo	bought a farm settled down spent the rest of their lives in Missouri		24
436	Laura	could tell stories was a storyteller	or	25
	Her (Laura's) daughter Rose	wanted convinced	Laura to write her stories	
463	She Laura	wrote	seven books the Little House series books read by many people or books people loved liked admired	26
493	She Laura	died	in 1957 at the age of 90 or	27
	Their farm is	open available	to visit	

Grade 7 Passage Reading Fluency Equating Table BOY – *A Wonderful Friendship*

WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score
<40	29	89	86	137	143	186	200
41	30	90	87	138	144	187	201
42	31		88	139	145		202
43	32	91	89	140	146	188	203
44	33	92	90	141	147	189	204
	34	93	91		148	190	205
45	35	94	92	142	149	191	206
46	36	95	93	143	150	192	207
47	37	96	94	144	151		208
48	38		95	145	152	193	209
49	39	97	96	146	153	194	210
50	40	98	97	147	154	195	211
	41	99	98		155	196	212
51	42	100	99	148	156	197	213
52	43	101	100	149	157	198	214
53	44		101	150	158		215
54	45	102	102	151	159	199	216
55	46	103	103	152	160	200	217
56	47	104	104	153	161	201	218
	48	105	105		162	>202	219
57	49	106	106	154	163		
58	50	107	107	155	164		
59	51		108	156	165		
60	52	108	109	157	166		
61	53	109	110	158	167		
	54	110	111		168		
62	55	111	112	159	169		
63	56	112	113	160	170		
64	57	113	114	161	171		
65	58		115	162	172		
66	59	114	116	163	173		
67	60	115	117	164	174		
	61	116	118		175		
68	62	117	119	165	176		
69	63	118	120	166	177		
70	64		121	167	178		
71	65	119	122	168	179		
72	66	120	123	169	180		
73	67	121	124	170	181		
	68	122	125		182		
74	69	123	126	171	183		
75	70	124	127	172	184		
76	71		128	173	185		
77	72	125	129	174	186		
78	73	126	130	175	187		
79	74	127	131		188		
	75	128	132	176	189		
80	76	129	133	177	190		
81	77	130	134	178	191		
82	78		135	179	192		
83	79	131	136	180	193		
84	80	132	137	181	194		
	81	133	138		195		
85	82	134	139	182	196		
86	83	135	140	183	197		
87	84	136	141	184	198		
88	85		142	185	199		

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Retell Scoring Guide

A Wonderful Friendship

(page 1 of 2)

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

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

Table continues on the next page.

Retell Scoring Guide (cont.)

A Wonderful Friendship (2 of 2)

# of Words Read	ⓧ Recalled Idea Unit					Y Maximum Possible Idea Units	
205	He Bell	encouraged her (Keller) to learn					12
236	He Bell	told her (Keller) stories	with using	his hands his fingers		13	
256	He Bell	told her (Keller) about inventing the telephone					14
277	The telephone	let people	all over the world in different places		talk to each other	15	
305	He Bell	opened a school for deaf		students people children		16	
321	He Bell	started an information center to tell people about the deaf					17
362	She Keller	decided set a goal	to learn how to speak to take lessons in speaking			18	
395	She Keller	gave a speech about Bell's work at his information center					19
424	He Bell	helped hearing and deaf people talk to each other					20
444	She Keller	finished graduated	college or became a writer			21	
466	She Keller	dedicated	her autobiography a book about her life		to Bell	22	
	Keller's Her	book about her life autobiography		was a symbol of her friendship with Bell			

Grade 7 Passage Reading Fluency Equating Table BOY – *Spreading Wildflowers*

WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score	WCPM	Equated Score
<34	37	85	94		151	186	208
35	38	86	95	136	152	187	209
36	39	87	96	137	153	188	210
37	40	88	97	138	154	189	211
38	41		98	139	155	190	212
39	42	89	99	140	156		213
40	43	90	100	141	157	191	214
41	44	91	101	142	158	192	215
	45	92	102	143	159	193	216
42	46	93	103		160	194	217
43	47	94	104	144	161	195	218
44	48	95	105	145	162	196	219
45	49	96	106	146	163	197	220
46	50		107	147	164	198	221
47	51	97	108	148	165		222
48	52	98	109	149	166	199	223
49	53	99	110	150	167	200	224
	54	100	111	151	168	201	225
50	55	101	112		169	202	226
51	56	102	113	152	170	203	227
52	57	103	114	153	171	204	228
53	58	104	115	154	172	205	229
54	59		116	155	173	206	230
55	60	105	117	156	174		231
56	61	106	118	157	175	207	232
57	62	107	119	158	176	208	233
	63	108	120	159	177	209	234
58	64	109	121		178	210	235
59	65	110	122	160	179	>211	236
60	66	111	123	161	180		
61	67	112	124	162	181		
62	68		125	163	182		
63	69	113	126	164	183		
64	70	114	127	165	184		
65	71	115	128	166	185		
	72	116	129	167	186		
66	73	117	130		187		
67	74	118	131	168	188		
68	75	119	132	169	189		
69	76	120	133	170	190		
70	77		134	171	191		
71	78	121	135	172	192		
72	79	122	136	173	193		
73	80	123	137	174	194		
	81	124	138	175	195		
74	82	125	139		196		
75	83	126	140	176	197		
76	84	127	141	177	198		
77	85	128	142	178	199		
78	86		143	179	200		
79	87	129	144	180	201		
80	88	130	145	181	202		
81	89	131	146	182	203		
	90	132	147	183	204		
82	91	133	148		205		
83	92	134	149	184	206		
84	93	135	150	185	207		

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Retell Scoring Guide

Spreading Wildflowers

(page 1 of 3)

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

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

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

Table continues on the next page.

Retell Scoring Guide (cont.)

Spreading Wildflowers (2 of 3)

# of Words Read	X Recalled Idea Unit				Y Maximum Possible Idea Units
189	She Claudia Lady Bird	set up a committee			9
206	She Claudia Lady Bird	wanted to make the capital look more beautiful			10
220	Volunteers met once a month	----- or			11
	She Claudia Lady Bird	was in charge of was the head of	volunteers		
262	They The committee The volunteers	got attention by planting flowers around the city			12
277	They The committee The volunteers	got encouraged	businesses and neighborhoods to	plant clean up	13
329	Other states	set up their own programs			14
		started	using copying	the committee's ideas	
		planted preserved	flowers wildflowers	----- or	
358	The state Texas	continued the wildflower program			15
391	She Claudia Lady Bird	she Claudia Lady Bird	wanted to encourage planting wildflowers	----- or	16
			started planting flowers along the river in Austin		
450	The project	added built	bike paths trails hiking paths		17

Table continues on the next page.

Retell Scoring Guide (cont.)

Spreading Wildflowers (3 of 3)

# of Words Read	X Recalled Idea Unit				Y Maximum Possible Idea Units
464	The project inspired	building creating	a center for studying native plants		18
	She Claudia Lady Bird	started a center for	sharing information about studying learning about	flowers plants wildflowers	
533	The center was named after Lady Bird				19
	The center’s name was changed to the Lady Bird Johnson Wildflower Center				

Word Reading Fluency Subtest: Grade 7 BOY Examiner's Packet

Beginning of Year (BOY) Word Lists Examiner Packet

Easy	Word List 1
Moderate	Word List 8
Challenging	Word List 15

Directions

Easy Word List

Say, "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."

- Start timing when the student says the first word.
- As he or she is reading, mark any words incorrect that are misread or skipped.
- If the student hesitates for more than 3 seconds on a word, mark it incorrect and say, "Go on" or "Try the next word."
- After 60 seconds, say, "Stop." Circle the last word read.
- If the student finishes all the words before the time is up, note the time required to read all the words.
- If, before the time is up, the student indicates that he or she cannot read any more words, say, "Look over the whole list to see if there are any more words you can read." If the student then indicates that he or she can read no more words, circle the last word read, record the time, and stop testing.

Moderate & Challenging Word Lists

"Now try this list. Ready? ... Begin."

Follow guidelines listed above.

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Record Sheet: Word Reading Fluency

Student Name	<i>Joe Sample</i>	Date		Gender	
Examiner (and Title)		School		Grade	

Easy Word List 1

Last word read	<i>hall</i>	Word number	<i>34</i>
A Time in seconds	<i>60</i>	Number of errors	<i>11</i>
B Number of words read correctly			<i>23</i>
$(60 \times \mathbf{B}) \div \mathbf{A} = \text{Words correct per minute (WCPM)}$			<i>23</i>
C EQUATED SCORE			

Moderate Word List 8

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

Challenging Word List 15

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

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

Beginning of Year (BOY)

EASY LIST

Word List 1

1 GUESS	39 TRUST	77 TRAIN	115 GIFT
2 INDIA	40 COSTS	78 SPITE	116 TENSE
3 ADMIT	41 CLOUD	79 NOON	117 GOD
4 GROWS	42 BASED	80 SEAS	118 YARDS
5 VOICE	43 FORTY	81 DOORS	119 PAPER
6 BURST	44 FRESH	82 FRAME	120 HABIT
7 GAME	45 WASH	83 PAIN	121 THIN
8 DIRT	46 SILK	84 FILM	122 AWARE
9 THICK	47 NANCY	85 WIND	123 DAMP
10 ADULT	48 FAINT	86 GUIDE	124 DANCE
11 CATS	49 LAY	87 MILD	125 THROW
12 ADAM	50 WISE	88 ALONE	126 WORRY
13 BABY	51 CAST	89 FLOAT	127 FILE
14 WING	52 SAVED	90 NICE	128 SHIP
15 DIM	53 JOY	91 EARN	129 TEACH
16 MAYBE	54 WOOD	92 WAVES	130 TENT
17 COAST	55 FEELS	93 ROLE	131 CARE
18 SLEPT	56 VARY	94 AUNT	132 TAIL
19 LIES	57 SWEPT	95 STRAW	133 DIG
20 COACH	58 HOUR	96 TOWNS	134 RATE
21 COAT	59 DAILY	97 PLAY	135 TUBES
22 DYING	60 WON	98 SANDY	136 BLOOD
23 TYPE	61 SLIP	99 WALL	137 MINES
24 AVOID	62 NEAT	100 MAPS	138 SKY
25 PILE	63 MASS	101 GIVES	139 STAR
26 SEVEN	64 FENCE	102 STONE	140 BOAT
27 STAY	65 RODE	103 ARM	141 LOW
28 BIRDS	66 REAL	104 SIR	142 BEGIN
29 WIRE	67 TRACK	105 HOLES	143 SHAPE
30 WOUND	68 OBEY	106 FAST	144 AID
31 ADD	69 IMAGE	107 TOUGH	145 ROOTS
32 SINK	70 LOOKS	108 SHADE	146 MINE
33 ROUTE	71 PINK	109 CAPE	147 OWNED
34 HALL	72 TERM	110 BENT	148 PER
35 TRUTH	73 NET	111 LORD	149 TRUNK
36 SIZES	74 HIT	112 DIET	150 PORT
37 FLAT	75 CANAL	113 JAR	
38 LINES	76 TIRED	114 COUNT	

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Beginning of Year (BOY)

MODERATE LIST

Word List 8

1. GREEKS	39. DESTROY	77. PLAYED	115. PALACE
2. CONCERN	40. PLANETS	78. BESIDES	116. SATURDAY
3. OXYGEN	41. MEDICAL	79. SHAPES	117. LOCATION
4. COTTON	42. MILLIONS	80. DANGEROUS	118. FINGER
5. ATLANTIC	43. REPORT	81. GATHERED	119. OFFICIALS
6. MARTIN	44. PERFECTLY	82. SILVER	120. FASTENED
7. FEMALE	45. SHAKING	83. OWNERS	121. SHOULDERS
8. COMFORTABLE	46. SOUTHERN	84. RISING	122. PROPERTY
9. ANNOUNCED	47. CATTLE	85. BOTTLE	123. DRIVER
10. HIGHEST	48. SHADOW	86. GREATEST	124. ATTACK
11. POINTS	49. TRAFFIC	87. CONTINENTS	125. STRUCTURE
12. CHOICE	50. UNDERSTOOD	88. STAYED	126. SHARED
13. PROPERLY	51. DESCRIPTION	89. SPINNING	127. UNIVERSITY
14. DETERMINE	52. ESTABLISHED	90. ISLANDS	128. POPULAR
15. BREAKFAST	53. WILDERNESS	91. PASSES	129. PUZZLED
16. MARKET	54. SEASON	92. CONTINENT	130. NATIVE
17. NIGHTS	55. DAUGHTER	93. ELEMENT	131. NEIGHBOR
18. SPIRITS	56. EXCITEMENT	94. FOOTBALL	132. REGIONS
19. PEOPLE'S	57. PARTLY	95. PLEASURE	133. INCLUDES
20. EARTH'S	58. STRUGGLE	96. HANDED	134. FORESTS
21. COLONY	59. CLASSES	97. MOSTLY	135. NOTEBOOK
22. HUSBAND	60. MOTHER'S	98. CONTINUES	136. HANGING
23. EUROPEANS	61. CHARLES	99. ELECTRONS	137. BRANCHES
24. HUNDREDS	62. COMMUNICATE	100. PRODUCT	138. REMOVED
25. INSECTS	63. LOCATE	101. THOUGHTS	139. PREPARING
26. WILLIAM	64. DETAIL	102. SKILLS	140. EXTREMELY
27. SERIES	65. CREATE	103. CHARGE	141. EXPLORERS
28. TISSUE	66. ARTICLE	104. MISTAKE	142. AIRPLANE
29. STEADILY	67. FARMERS	105. EVERYBODY	143. DRIVEN
30. TRAVELED	68. BRIDGE	106. DEEPLY	144. O'CLOCK
31. SOMEBODY	69. HIGHWAY	107. HADN'T	145. INSTANCE
32. CONTAIN	70. GOVERNOR	108. NODDED	146. SENSES
33. GRADUALLY	71. ALUMINUM	109. STOMACH	147. INVENTION
34. GATHERING	72. CAPTAIN	110. MYSTERIOUS	148. FIERCE
35. YESTERDAY	73. MOTION	111. SQUARE	149. SLAVES
36. CREATURE	74. SUGGESTED	112. COLONISTS	150. COUNTRYSIDE
37. CARVED	75. SLEEPING	113. PASSENGERS	
38. MEMBER	76. SPEECH	114. MOUNTED	

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Beginning of Year (BOY) CHALLENGING LIST

Word List 15

1. TOMORROW'S	39. GANGES	77. HUNDREDTH	115. GRETEL
2. SHAN'T	40. HOMELY	78. SPRINGFIELD	116. DIRECTS
3. MATTED	41. CONIFERS	79. PICKLE	117. MORMON
4. IRRITATION	42. INDIANS'	80. BLONDE	118. NEPTUNE
5. HIKING	43. CORPSES	81. ARCHES	119. OTTERS
6. WHISKED	44. OUTGROWN	82. GREENISH	120. FACULTY
7. MARQUIS	45. PREFIX	83. SNOWSHOES	121. THAT'LL
8. MOWGLI	46. DEFENDING	84. DOMINATED	122. CITIZENSHIP
9. NURSED	47. IRRITABLE	85. POSSESSIVE	123. RAPPED
10. EXTREMES	48. VIRGIN	86. WINDOWSILL	124. SPLINTERED
11. SNORING	49. LUNCHEON	87. JANITOR	125. FIRST-AID
12. MELODY	50. SAUSAGE	88. ATTICUS	126. INQUIRIES
13. IDEALS	51. COMPARES	89. SQUEAK	127. FULFILLED
14. BEAMING	52. MULTIPLIED	90. STEEPLY	128. PLEADING
15. MINNOWS	53. APPLESAUCE	91. INSIGHT	129. GRATEFULLY
16. SCREENED	54. ENGRAVED	92. DOROTHEA	130. MONARCHY
17. GLIMMER	55. DESCEND	93. CHEMISTS	131. DIALECT
18. PITIFUL	56. AROUSE	94. LEAKING	132. HARDEN
19. CIVILIANS	57. ROME'S	95. HARDENS	133. WREATH
20. ESTUARY	58. WHIRLPOOL	96. TRANSITION	134. DEMOCRATS
21. CONSULTING	59. SPARSE	97. PARTIAL	135. EXPORTED
22. TROLLEY	60. REVIEWS	98. SPRINKLE	136. OSWALD
23. SHAVING	61. GRADUATING	99. IODINE	137. SNAKE'S
24. MILDER	62. BYZANTINE	100. CLEVERLY	138. GLIMPSED
25. THEATRE	63. SPOKES	101. LIMPING	139. UNDERLINE
26. HOBBLLED	64. JULIAN	102. ESCORTED	140. BRAZILIAN
27. FEATHERED	65. STARES	103. MATTHIAS	141. JOHANN
28. HEADMASTER	66. KNOCKS	104. SPECIMEN	142. ALTERNATE
29. LASSIE	67. SHOPPERS	105. TYRANT	143. COMPLEXION
30. EXTRACTED	68. SLEIGH	106. REVEALING	144. ICE-CREAM
31. CAMBRIDGE	69. CANADIANS	107. GLUCOSE	145. SICKENING
32. UNDERFOOT	70. INDONESIA	108. WINKING	146. MARTHA'S
33. COLLEAGUES	71. RANCHER	109. ICICLES	147. LOVINGLY
34. CLEVERNESS	72. WELCOMING	110. PARADES	148. BRAMBLES
35. PROMPT	73. GYMNASIUM	111. JENKINS	149. SCREECHING
36. REFRESHING	74. PROVOKED	112. PEELING	150. ADAM'S
37. CHANTED	75. UNFOLD	113. PUBLISH	
38. LEAKED	76. CHARLESTON	114. COMMENCED	

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

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

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Grade 7 Word Reading Fluency Equating Table BOY – Word List #8 Moderate

WCPM	Equated Score	WCPM	Equated Score
<14	21	84	78
15	22	85	79
16-17	23	86	80
18	24	87-88	81
19	25	89	82
20	26	90	83
21	27	91	84
22-23	28	92	85
24	29	93-94	86
25	30	95	87
26	31	96	88
27-28	32	97	89
29	33	98-99	90
30	34	100	91
31	35	101	92
32	36	102	93
33-34	37	103	94
35	38	104-105	95
36	39	106	96
37	40	107	97
38-39	41	108	98
40	42	109-110	99
41	43	111	100
42	44	112	101
43	45	113	102
44-45	46	114	103
46	47	115-116	104
47	48	117	105
48	49	118	106
49-50	50	119	107
51	51	120-121	108
52	52	122	109
53	53	123	110
54	54	124	111
55-56	55	125	112
57	56	>126-127	113
58	57		
59	58		
60-61	59		
62	60		
63	61		
64	62		
65	63		
66-67	64		
68	65		
69	66		
70	67		
71-72	68		
73	69		
74	70		
75	71		
76	72		
77-78	73		
79	74		
80	75		
81	76		
82-83	77		

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Grade 7 Word Reading Fluency Equating Table BOY – Word List #15 Challenging

WCPM	Equated Score	WCPM	Equated Score
<10	29	64	86
11	30	65	87
12	31	66	88
13	32	67	89
14	33	68	90
15	34	69	91
16	35	70	92
17	36	71	93
18	37	72	94
19	38	73	95
	39	74	96
20	40	75	97
21	41		98
22	42	76	99
23	43	77	100
24	44	78	101
25	45	79	102
26	46	80	103
27	47	81	104
28	48	82	105
29	49	83	106
30	50	84	107
31	51	85	108
32	52	86	109
33	53	87	110
34	54	88	111
35	55	89	112
36	56	90	113
37	57	91	114
	58	92	115
38	59	93	116
39	60	94	117
40	61		118
41	62	95	119
42	63	96	120
43	64	97	121
44	65	98	122
45	66	99	123
46	67	100	124
47	68	101	125
48	69	102	126
49	70	103	127
50	71	104	128
51	72	>105	129
52	73		
53	74		
54	75		
55	76		
56	77		
	78		
57	79		
58	80		
59	81		
60	82		
61	83		
62	84		
63	85		

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Guidelines for Interpreting the TMSFA Results

BEGINNING OF YEAR

Average Equated Score RANGE	DECODING	FLUENCY	COMPREHENSION
Needs Identified	Decoding, Fluency, and Comprehension	Fluency and Comprehension	Comprehension

Grade 6

TMSFA Word Lists	≤ 55	56–73	> 74
TMSFA Passage Fluency	≤ 88	89–113	> 114

Grade 7

TMSFA Word Lists	≤ 58	59–75	> 76
TMSFA Passage Fluency	≤ 89	90–118	> 119

Grade 8

TMSFA Word Lists	≤ 64	65–86	> 87
TMSFA Passage Fluency	≤ 101	102–124	> 125

MIDDLE OF YEAR

Average Equated Score RANGE	DECODING	FLUENCY	COMPREHENSION
Needs Identified	Decoding, Fluency, and Comprehension	Fluency and Comprehension	Comprehension

Grade 6

TMSFA Word Lists	≤ 59	60–78	> 79
TMSFA Passage Fluency	≤ 97	98–121	> 122

Grade 7

TMSFA Word Lists	≤ 63	64–84	> 85
TMSFA Passage Fluency	≤ 106	107–129	> 130

Grade 8

TMSFA Word Lists	≤ 70	71–92	> 93
TMSFA Passage Fluency	≤ 120	121–143	> 144

Chart continues on the next page.

END OF YEAR

Average Equated Score RANGE	DECODING	FLUENCY	COMPREHENSION
Needs Identified	Decoding, Fluency, and Comprehension	Fluency and Comprehension	Comprehension

Grade 6

TMSFA Word Lists	≤ 63	64–83	> 84
TMSFA Passage Fluency	≤ 100	101–130	> 131

Grade 7

TMSFA Word Lists	≤ 66	67–90	> 91
TMSFA Passage Fluency	≤ 110	111–140	> 141

Grade 8

TMSFA Word Lists	≤ 70	71–95	> 96
TMSFA Passage Fluency	≤ 130	131–155	> 156

Grouping Students by Average Equated Scores and Average Retell Scores

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

Sample Record Sheets for Susie Sunshine and Herbie Helpme

Student Name	<i>Susie Sunshine</i>	Date	<i>9/2/10</i>	Gender	<i>F</i>
Examiner (and Title)	<i>Patricia Professional, teacher</i>	School	<i>Texas MS</i>	Grade	<i>7</i>

Passage 1 *Laura*

Last word read	<i>returned</i>	Word number	<i>103</i>
A Time in seconds	<i>60</i>	Number of errors	<i>8</i>
		B Number of words read correctly	<i>95</i>
		$(60 \times \text{B}) \div \text{A} = \text{Words correct per minute (WCPM)}$	<i>95</i>
		C EQUATED SCORE	<i>107</i>
Comprehension Retell	<i>That Laura and his family moved to Kansas because in Wisconsin there was no more work for the father. And they do their job in Wisconsin.</i>		
X Recalled idea units		Y Maximum possible idea units	
		$\text{X} \div \text{Y} = \text{Z}$ PASSAGE RETELL SCORE	

Passage 2 *A Wonderful Friendship*

Last word read	<i>way</i>	Word number	<i>94</i>
A Time in seconds	<i>60</i>	Number of errors	<i>2</i>
		B Number of words read correctly	<i>92</i>
		$(60 \times \text{B}) \div \text{A} = \text{WCPM}$	<i>92</i>
		C EQUATED SCORE	<i>90</i>
Comprehension Retell	<i>It was about a girl who couldn't see or hear. And she had a friend. He was a scientist. She wanted to learn because she didn't know how to speak.</i>		
X Recalled idea units		Y Maximum possible idea units	
		$\text{X} \div \text{Y} = \text{Z}$ PASSAGE RETELL SCORE	

Scoring continues on the next page.

Record Sheet: Passage Reading Fluency (cont.)

Student Name *Susie Sunshine*

Passage 3 *Spreading Wildflowers*

Last word read	<i>years</i>	Word number	<i>125</i>
Ⓐ Time in seconds	<i>60</i>	Number of errors	<i>9</i>
		Ⓑ Number of words read correctly	<i>116</i>
		$(60 \times \text{Ⓑ}) \div \text{Ⓐ} = \text{WCPM}$	<i>116</i>
		Ⓒ EQUATED SCORE	<i>129</i>
Comprehension Retell	<i>Claudia Taylor was born in Texas and loved flowers. They started planting flowers on the highways. She went to UT when she moved to Austin.</i>		
Ⓐ Recalled idea units		Ⓓ Maximum possible idea units	
		$\text{Ⓐ} \div \text{Ⓓ} = \text{Ⓔ}$ PASSAGE RETELL SCORE	

Total equated scores (add all Ⓒ's)	<i>326</i>
Divide by 3 for AVERAGE EQUATED SCORE	<i>109</i>

Total passage retell scores (add all Ⓔ's)	
Divide by 3 for AVERAGE RETELL SCORE	

Record Sheet: Passage Reading Fluency

Student Name	<i>Herbie Helpme</i>	Date	<i>9/2/10</i>	Gender	<i>M</i>
Examiner (and Title)	<i>Patricia Professional, teacher</i>	School	<i>Texas MS</i>	Grade	<i>7</i>

Passage 1 *Laura*

Last word read	<i>farm</i>	Word number	<i>87</i>
A Time in seconds	<i>60</i>	Number of errors	<i>14</i>
		B Number of words read correctly	<i>73</i>
		$(60 \times \text{B}) \div \text{A} = \text{Words correct per minute (WCPM)}$	<i>86</i>
		C EQUATED SCORE	<i>86</i>
Comprehension Retell	<i>Laura and their sister Mary. That...Laura had a older sister named Mary and then they moved to Missouri for a few years. And they put their own farm in Kansas. She lived in the long house.</i>		
X Recalled idea units		Y Maximum possible idea units	
		$\text{X} \div \text{Y} = \text{Z}$ PASSAGE RETELL SCORE	

Passage 2 *A Wonderful Friendship*

Last word read	<i>they</i>	Word number	<i>92</i>
A Time in seconds	<i>60</i>	Number of errors	<i>10</i>
		B Number of words read correctly	<i>82</i>
		$(60 \times \text{B}) \div \text{A} = \text{WCPM}$	<i>82</i>
		C EQUATED SCORE	<i>78</i>
Comprehension Retell	<i>There was a girl named Helen Keller. A young girl. She couldn't hear.</i>		
X Recalled idea units		Y Maximum possible idea units	
		$\text{X} \div \text{Y} = \text{Z}$ PASSAGE RETELL SCORE	

Scoring continues on the next page.

Record Sheet: Passage Reading Fluency (cont.)

Student Name *Herbie Helpme*

Passage 3 *Spreading Wildflowers*

Last word read	<i>would</i>	Word number	<i>88</i>
A Time in seconds	<i>60</i>	Number of errors	<i>11</i>
		B Number of words read correctly	<i>79</i>
		$(60 \times \mathbf{B}) \div \mathbf{A} = \text{WCPM}$	<i>79</i>
		☉ EQUATED SCORE	<i>87</i>
Comprehension Retell	<i>Lady Bird liked her flowers. They started protecting the wildflowers.</i>		
X Recalled idea units		Y Maximum possible idea units	
		$\mathbf{X} \div \mathbf{Y} = \mathbf{Z}$ PASSAGE RETELL SCORE	

Total equated scores (add all ☉s)	<i>251</i>
Divide by 3 for AVERAGE EQUATED SCORE	<i>84</i>

Total passage retell scores (add all Z's)	
Divide by 3 for AVERAGE RETELL SCORE	

Idea Unit Scoring Tips

Use the total number of words read, including any errors, to determine the number of idea units a student should recall.

- This is the “word number” recorded on the Record Sheet corresponding to the last word the student read. Any idea units beyond the “word number” are ineligible for the purposes of scoring the student retell.
- Remember that equated scores are based on the WCPM: the score you calculated using the “word number,” the “number of errors,” and the “time in seconds.” Although the WCPM is essential to obtaining the equated score (box C on the Record Sheet), neither the WCPM nor the equated score are used in evaluating retells.

An idea unit must have a subject (who or what) and a predicate (verb with something about the who or what).

- Students do not receive credit for one-word answers.
- The who or what is usually a part of each idea unit, but the subject can be implied when the student is coherently combining ideas.

Synonyms and reasonable approximations are acceptable.

- Although some suggestions for alternative wording are provided, they are not considered exhaustive of the ways in which students might refer to the subject (who or what) or describe the predicate. It is intended that the student responses are as nearly identical to the options provided as is reasonable.
- Minor inaccuracies that do not alter the basic idea can be awarded credit. For example, a student may not correctly pronounce a proper noun. If it does not significantly alter the meaning of the idea unit, credit can be awarded. Please note that when a particular factual detail, such as a year, has been included in an idea unit, it is expected the student will include this information in the retell or not receive credit. When the exact detail is not required, optional wording is provided for that idea unit on the Scoring Guide.

Retell Scoring Guide

Laura
(page 1 of 3)

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

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

Table continues on the next page.

Retell Scoring Guide (cont.)

Laura (2 of 3)

# of Words Read	⊗ Recalled Idea Unit	✓ Maximum Possible Idea Units
197	Their baby boy died	11
215	Mary had a stroke went blind lost her eyesight	12
233	They The family moved to De Smet to the Dakota Territories so the dad (Charles) could work with the railroad	13
255	The dad Charles farmed again or They The family acquired got some land	14
283	They The family saved money to send Mary to a school for the blind	15
295	Laura started teaching when she was 15	16
319	She Laura got married married a farmer (Alonzo Wilder)	17
327	They Laura and Almonzo had a baby had a baby named Rose	18
342	Storms ruined their crops or They went into debt	19
357	Her husband Almonzo got sick became crippled	20
372	Their second baby Her (Laura's) second baby died	21
382	Their house burned down	22

Table continues on the next page.

Retell Scoring Guide (cont.)

Laura (3 of 3)

# of Words Read	X Recalled Idea Unit			Y Maximum Possible Idea Units
395	They Laura and Almonzo	moved	around a lot to Florida to De Smet	23
424	They Laura and Almonzo	bought a farm settled down spent the rest of their lives in Missouri		24
436	Laura	could tell stories was a storyteller		25
	Her (Laura's) daughter Rose	wanted convinced	or Laura to write her stories	
463	She Laura	wrote	seven books the Little House series books read by many people	26
			or books people loved liked admired	
493	She Laura	died	in 1957 at the age of 90	27
	Their farm is	open available	or to visit	

Retell Scoring Guide

A Wonderful Friendship

(page 1 of 2)

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

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

Table continues on the next page.

Retell Scoring Guide (cont.)

A Wonderful Friendship (2 of 2)

# of Words Read	⊗ Recalled Idea Unit				✓ Maximum Possible Idea Units	
205	He Bell	encouraged her (Keller) to learn				12
236	He Bell	told her (Keller) stories	with using	his hands his fingers	13	
256	He Bell	told her (Keller) about inventing the telephone				14
277	The telephone	let people	all over the world in different places	talk to each other	15	
305	He Bell	opened a school for deaf		students people children	16	
321	He Bell	started an information center to tell people about the deaf				17
362	She Keller	decided set a goal	to learn how to speak to take lessons in speaking		18	
395	She Keller	gave a speech about Bell's work at his information center				19
424	He Bell	helped hearing and deaf people talk to each other				20
444	She Keller	finished graduated	college or became a writer		21	
466	She Keller	dedicated	her autobiography a book about her life	to Bell	22	
	Keller's Her	book about her life autobiography	was a symbol of her friendship with Bell			

Retell Scoring Guide

Spreading Wildflowers

(page 1 of 3)

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

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

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

Table continues on the next page.

Retell Scoring Guide (cont.)

Spreading Wildflowers (2 of 3)

# of Words Read	X Recalled Idea Unit				Y Maximum Possible Idea Units
189	She Claudia Lady Bird	set up a committee			9
206	She Claudia Lady Bird	wanted to make the capital look more beautiful			10
220	Volunteers met once a month	----- or -----			11
	She Claudia Lady Bird	was in charge of was the head of	volunteers		
262	They The committee The volunteers	got attention by planting flowers around the city			12
277	They The committee The volunteers	got encouraged	businesses and neighborhoods to	plant clean up	13
329	Other states	set up their own programs			14
		started	using copying	the committee's ideas	
		planted preserved	flowers wildflowers	----- or -----	
358	The state Texas	continued the wildflower program			15
391	She Claudia Lady Bird	she Claudia Lady Bird	wanted to encourage planting wildflowers	----- or -----	16
			started planting flowers along the river in Austin		
450	The project	added built	bike paths trails hiking paths		17

Table continues on the next page.

Retell Scoring Guide (cont.)*Spreading Wildflowers* (3 of 3)

# of Words Read	⊗ Recalled Idea Unit				✓ Maximum Possible Idea Units
464	The project inspired		building creating	a center for studying native plants	18
	She Claudia Lady Bird	started a center for		sharing information about studying learning about flowers plants wildflowers or	
533	The center was named after Lady Bird				19
	The center's name was changed to the Lady Bird Johnson Wildflower Center or				

Entry Points for Grade 7 Progress Monitoring

GRADE 7

Progress Monitoring Passages August-November

STORY	LEXILE	TEXT TYPE
A SOOTHING SONG	500	N
THE WRITING PENCIL	510	N
TITANIC	550	N
KOALAS	560	E
WHAT WAS AMANDA'S MESSAGE?	590	N
MISTIPPEE	640	N
A FRIEND ON THE TRAIL	650	N
SUNI	660	E
VICKIE AND THE KITTEN	710	N
JANE GOODALL: A FRIEND TO CHIMPANZEES	740	E
A GREAT COMET	780	E
JIM HENSON	800	E
DOLLEY MADISON SAVES THE DAY	830	E
FACES ON THE MOUNTAIN	950	E

N = Narrative passage
E = Expository passage

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SOURCE: TEA et al., 2008b.

Progress Monitoring Log

Teacher	<i>Mrs. Williams</i>	School year	<i>09-10</i>
Grade	<i>6</i>	Class period	<i>5th</i>

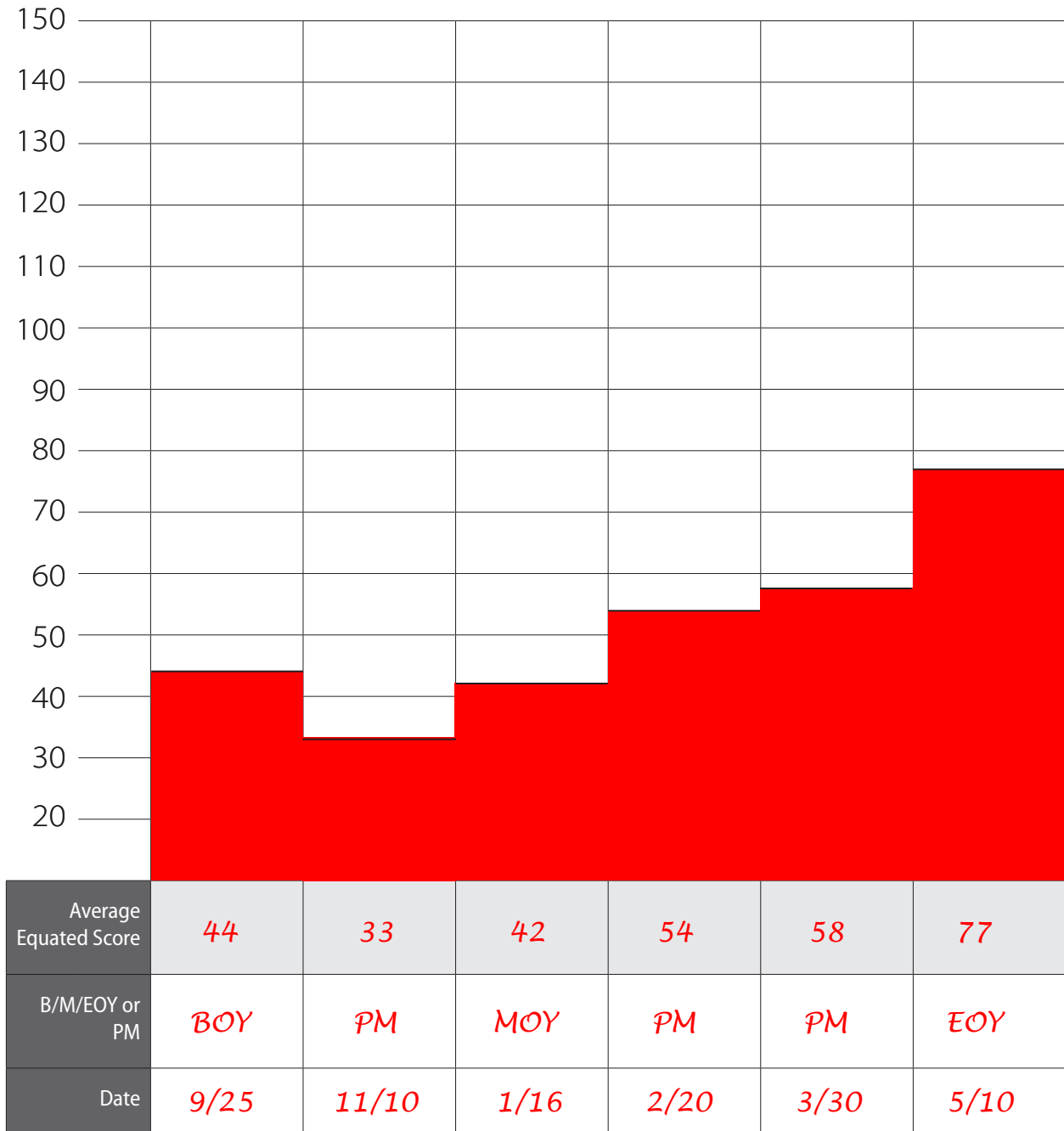
Suggested Timeline for Progress Monitoring

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

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

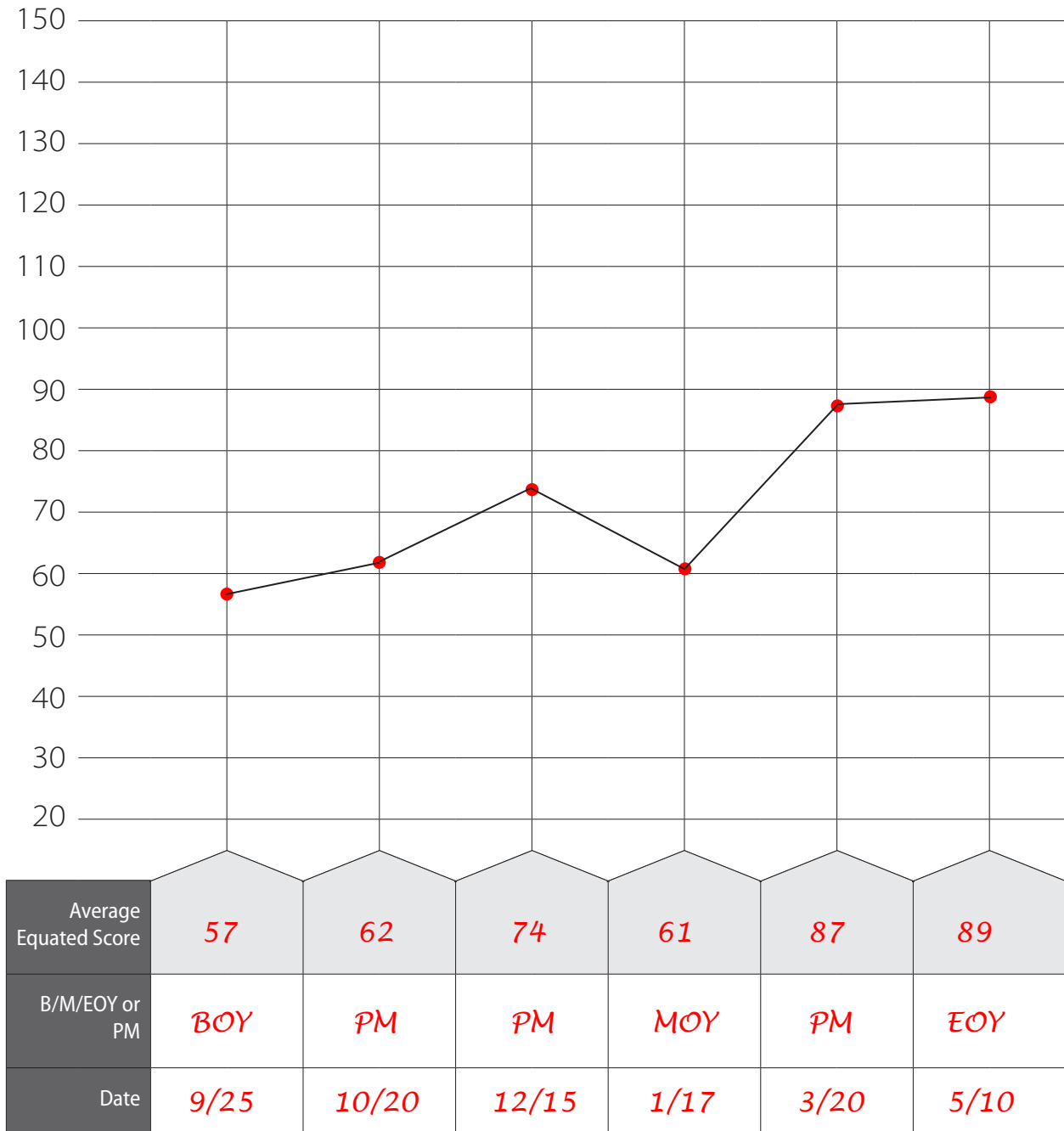
Student Progress Bar Graph

Student	<i>Heather Castillo</i>				
Teacher	<i>Mrs. Williams</i>	School year	<i>09-10</i>		
Grade	<i>6</i>	Class period	<i>5th</i>		



Student Progress Line Graph

Student	<i>Jeffrey Coleman</i>		
Teacher	<i>Mrs. Williams</i>	School year	<i>09-10</i>
Grade	<i>6</i>	Class period	<i>5th</i>



Using the TMSFA Results to Plan Reading Instruction

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

Average Equated Score Range	DECODING	FLUENCY	COMPREHENSION
Needs Identified	Decoding, Fluency, and Comprehension	Fluency and Comprehension	Comprehension

Student

Plan
instruction
to include:

Unit 1: Effective Instruction

Unit 2: Vocabulary

Unit 3: Comprehension

Unit 5: Word Study

Unit 6: Fluency

Unit 7: Inferential Comprehension

Unit 1: Effective Instruction

Unit 2: Vocabulary

Unit 3: Comprehension

Unit 6: Fluency

Unit 7: Inferential Comprehension

Unit 1: Effective Instruction

Unit 2: Vocabulary

Unit 3: Comprehension

Unit 7: Inferential Comprehension

Reflection Log

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

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

Use the lines below to record your thoughts.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

References

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