



Research to Results™

Selecting Interventions for Students with Different Reading Needs: Reading Rate & Accuracy

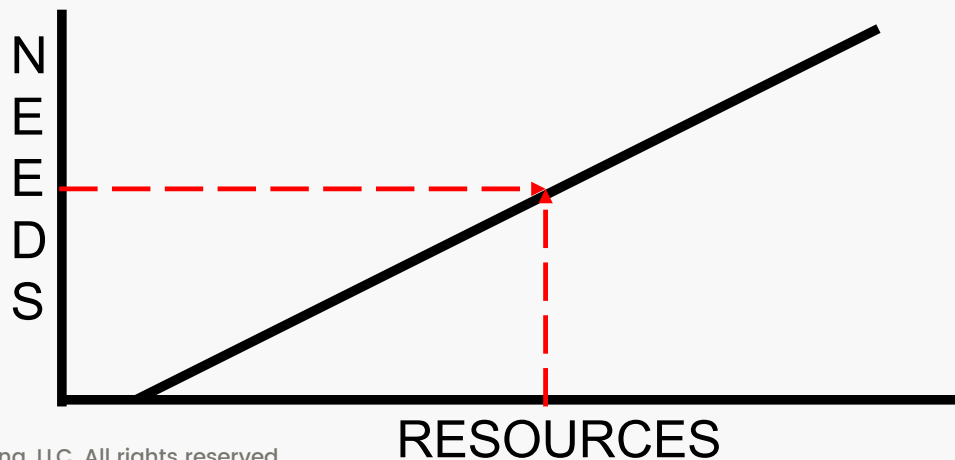
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MTSS: Resource Allocation Framework

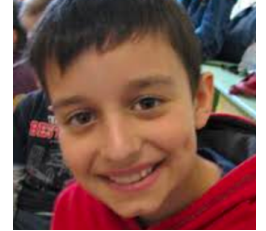
There should be a direct relationship between the severity of the problem and the amount of resources being used.

*Don't call the neurosurgeon when Tylenol will fix your headache
BUT do what it takes to get rid of the headache.*





A Tale of Two Readers



Tayanna

Tayanna is starting 2nd grade this fall. When given three 2nd grade FBL CBMreading probes, Tayanna reads a median of 28 words correct in one minute with 1 error (97% accuracy).

Devon

Devon is starting 2nd grade in the fall. When given three 2nd grade FBL CBMreading probes, Devon reads a median of 60 words read correct with 11 errors (82% accuracy).

Second graders are expected to read 58 words correct in one minute with 95% or greater accuracy.

Problem Identification:

What is the discrepancy between what is expected and what is occurring?



Tayanna

Rate/Fluency
Accuracy



Devon

Rate/Fluency
Accuracy

Problem Identification:

What is the discrepancy between what is expected and what is occurring?



Tayanna

Tayanna is reading 28 wrd in one minute whereas peers are expected to read 58 wrd in one minute.

Rate/Fluency -

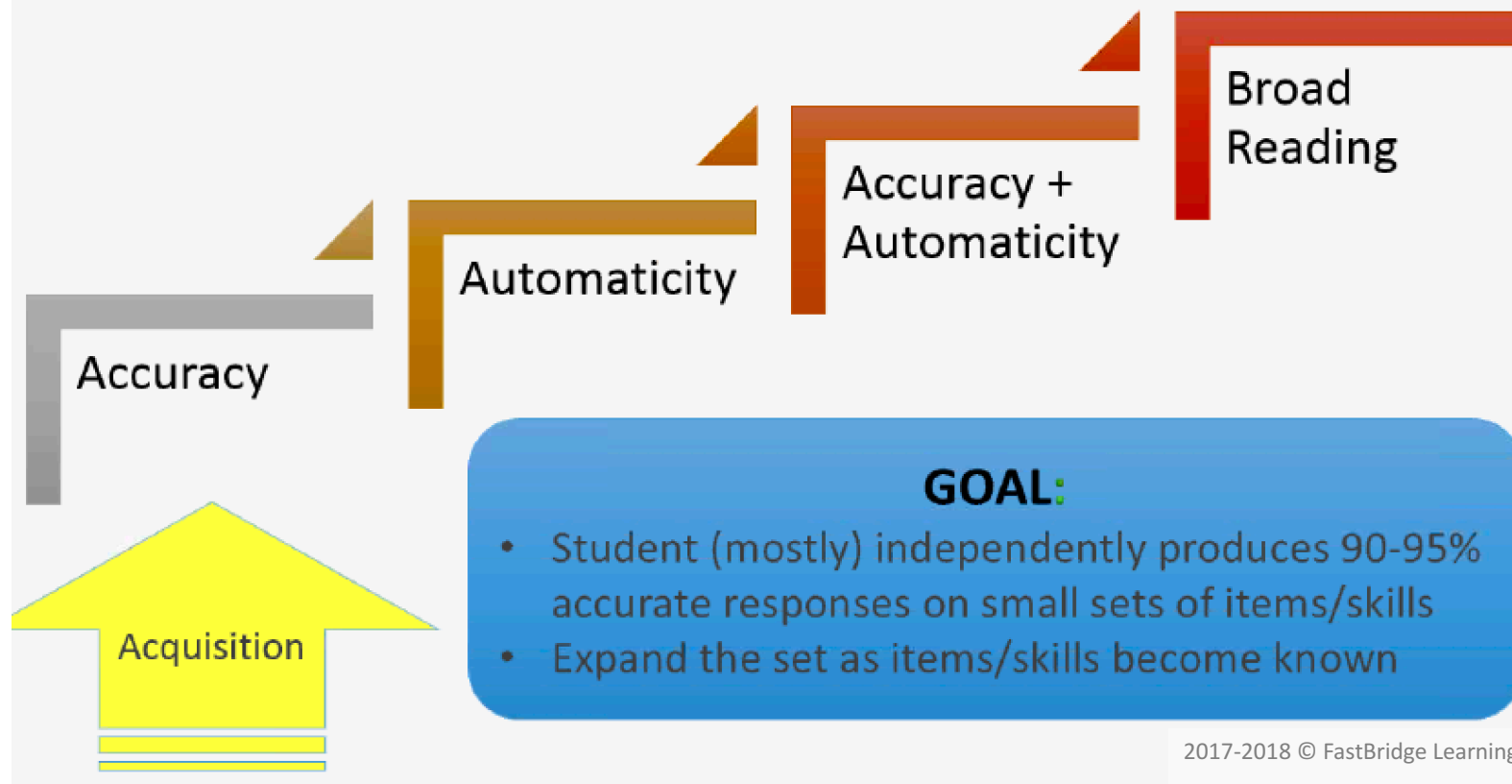


Devon

Devon is reading with 82% accuracy whereas peers are expected to read with >95% accuracy.

Accuracy -

Phases of Skill Development (Instructional Hierarchy)



Correlation between decoding and comprehension

TABLE 1
Correlations Between Decoding and Comprehension
in the Connecticut Longitudinal Study

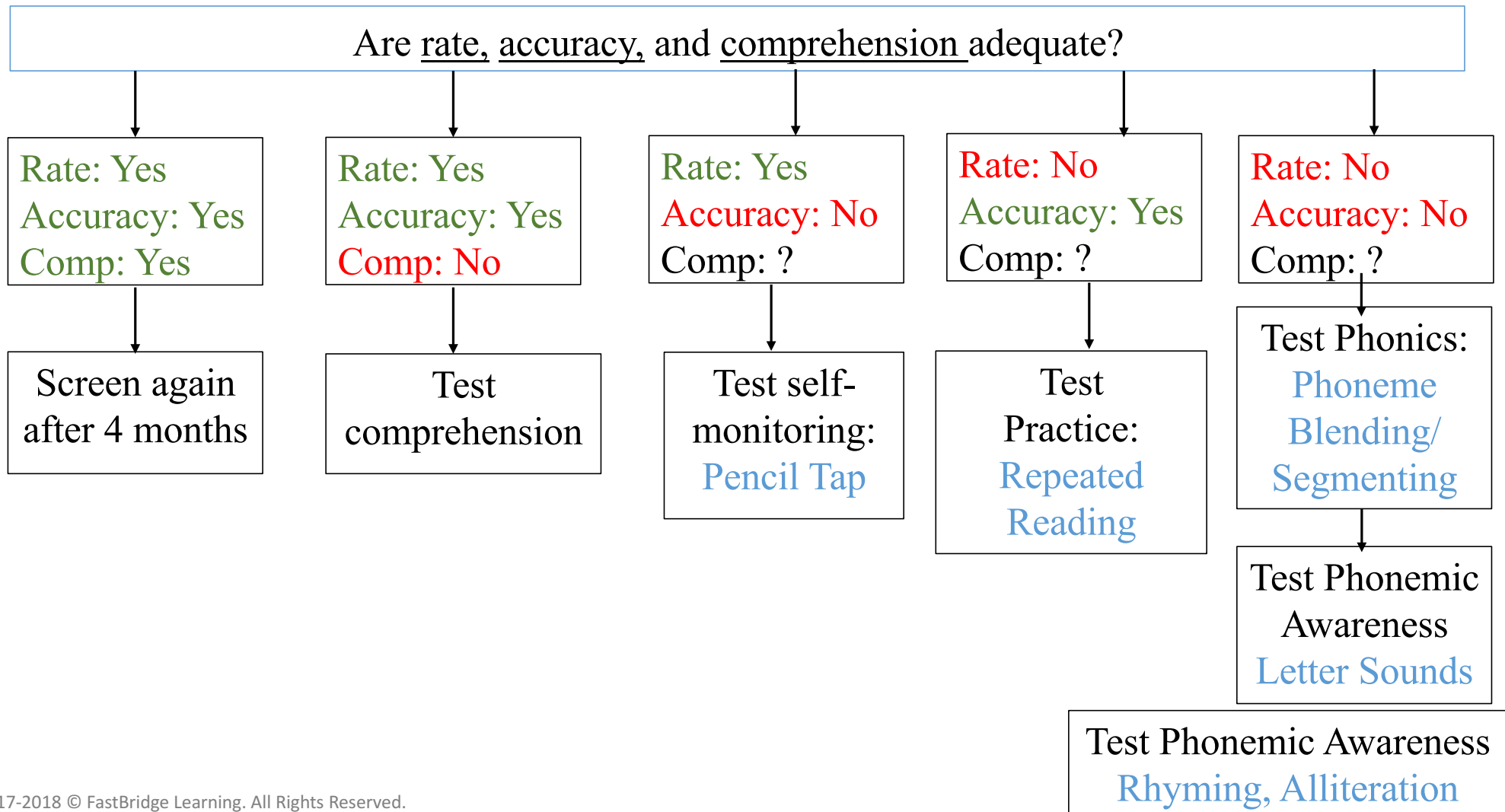
Compre- hension	DECODING								
	GR. 1	GR. 2	GR. 3	GR. 4	GR. 5	GR. 6	GR. 7	GR. 8	GR. 9
Grade 1	.89								
Grade 2	.75	.83							
Grade 3	.70	.74	.77						
Grade 4	.64	.71	.74	.73					
Grade 5	.58	.63	.68	.67	.70				
Grade 6	.59	.65	.67	.68	.66	.69			
Grade 7	.53	.61	.65	.65	.67	.68	.69		
Grade 8	.49	.58	.62	.62	.64	.65	.65	.63	
Grade 9	.52	.58	.60	.62	.60	.63	.63	.61	.63

Note. All correlations are significant at $p < .001$ and sample sizes range from 390 to 403.

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What is 95% Accuracy?

The man leaned against the current as he waded, waist-deep, upstream. His hands steadied either end of the canoe FURNWICH across his shoulders. He had moved about 90 yards from the edge of where he had entered the stream. A few yards ahead, a part of the wooded bank had been replaced by an ACNRID FRUD. He came abreast of it, pressed the canoe up and over his head, and then set it on top of the FRUD. He began a visual inspection of the FRUD. He moved closer to it and reached under the water to explore its surface. Moving slowly, he started the search from the downstream end. At about the ROND TIP he stopped and looked around with great intent. Satisfied that he had located a GRUNDLE, he continued to the upstream end. There was only one GRUNDLE to contend with. He retrieved the FURNWUNCH and cradled it as he returned to the ROND TIP. He lowered it, holding it perpendicular to the FRUD. When it reached the GRUNDLE, he slid it in its full length until the instrument was seated tightly in place.



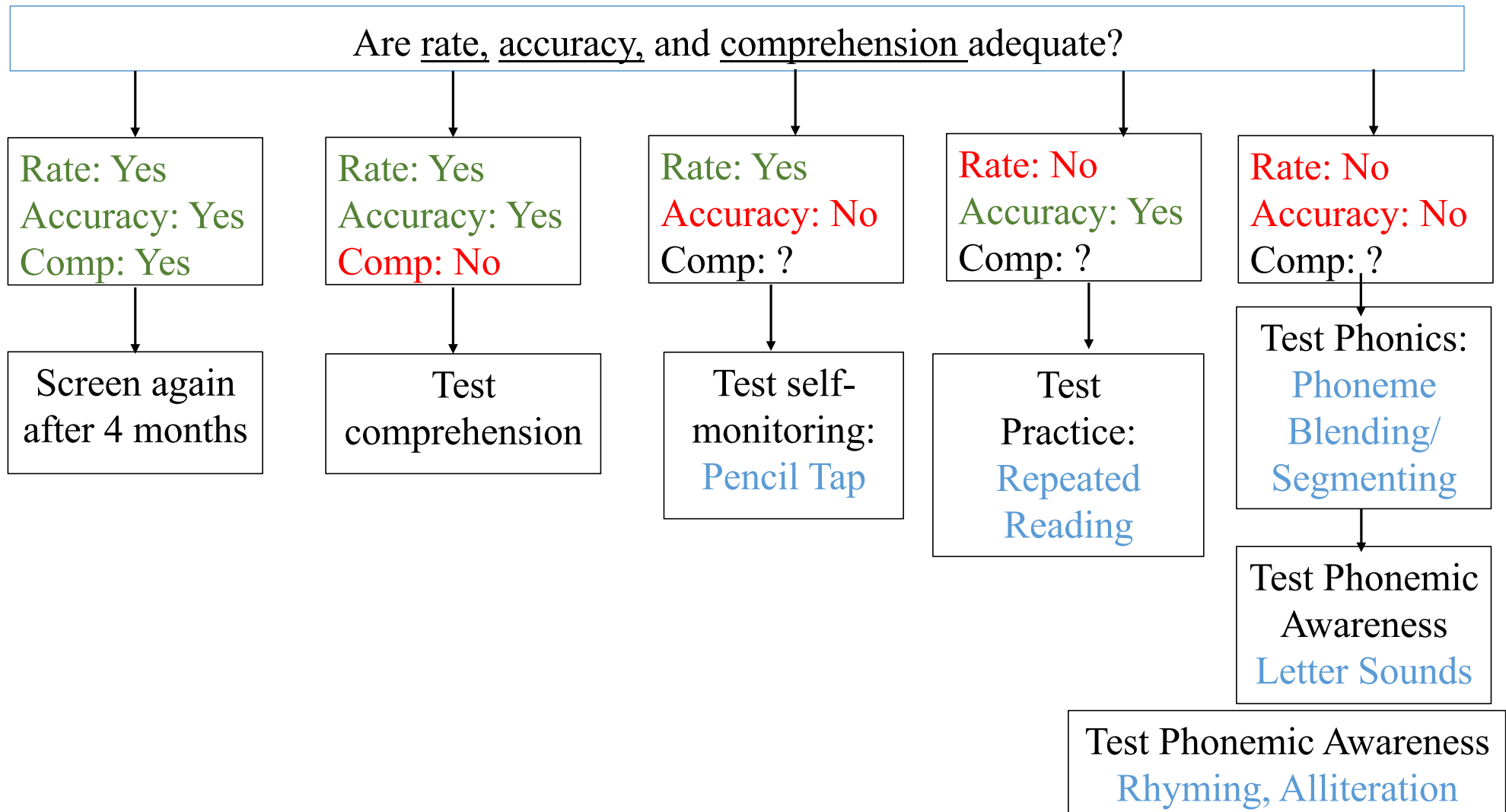
Pencil Tap Test

Determine if student has skills to correct errors using the pencil tap test
(assisted monitoring)

“Whenever you make an error, I’m going to tap the table with my pen. When I tap the table, I want you to fix the error.”

➤ If student can fix errors when you point them out, you know he/she has the decoding skills to read the passage, but needs assistance learning to self-monitor for accuracy. Continue to intervene with self-monitoring strategies.

➤ If the student cannot fix errors when you point them out, a skill deficit in decoding may be indicated. Further analyze errors to isolate patterns of difficulty, and intervene with targeted decoding strategies.



Repeated Readings

- Say to the student: *“I want you to read this story aloud. Begin.”*
 - ✓ Have the student read a passage aloud for two minutes, noting where the student is after one minute.
- Next, say to the student: *“Now I want you to read it aloud again as quickly and carefully as you can. Are you ready? Begin.”*
 - ✓ Allow the student to read for one minute. Note where the student finishes in one minute.
- Calculate the WRC and errors per minute for both readings and compare...

Repeated Reading

Initial Rate / Rereading Rate = Result %

100% – Result % = Rate of Improvement

- If rate of improvement is 35% or greater, student will benefit from continued opportunities for rereading.
- If rate of improvement is less than 35%, continue on to survey level assessment, or consider further analysis of decoding errors.

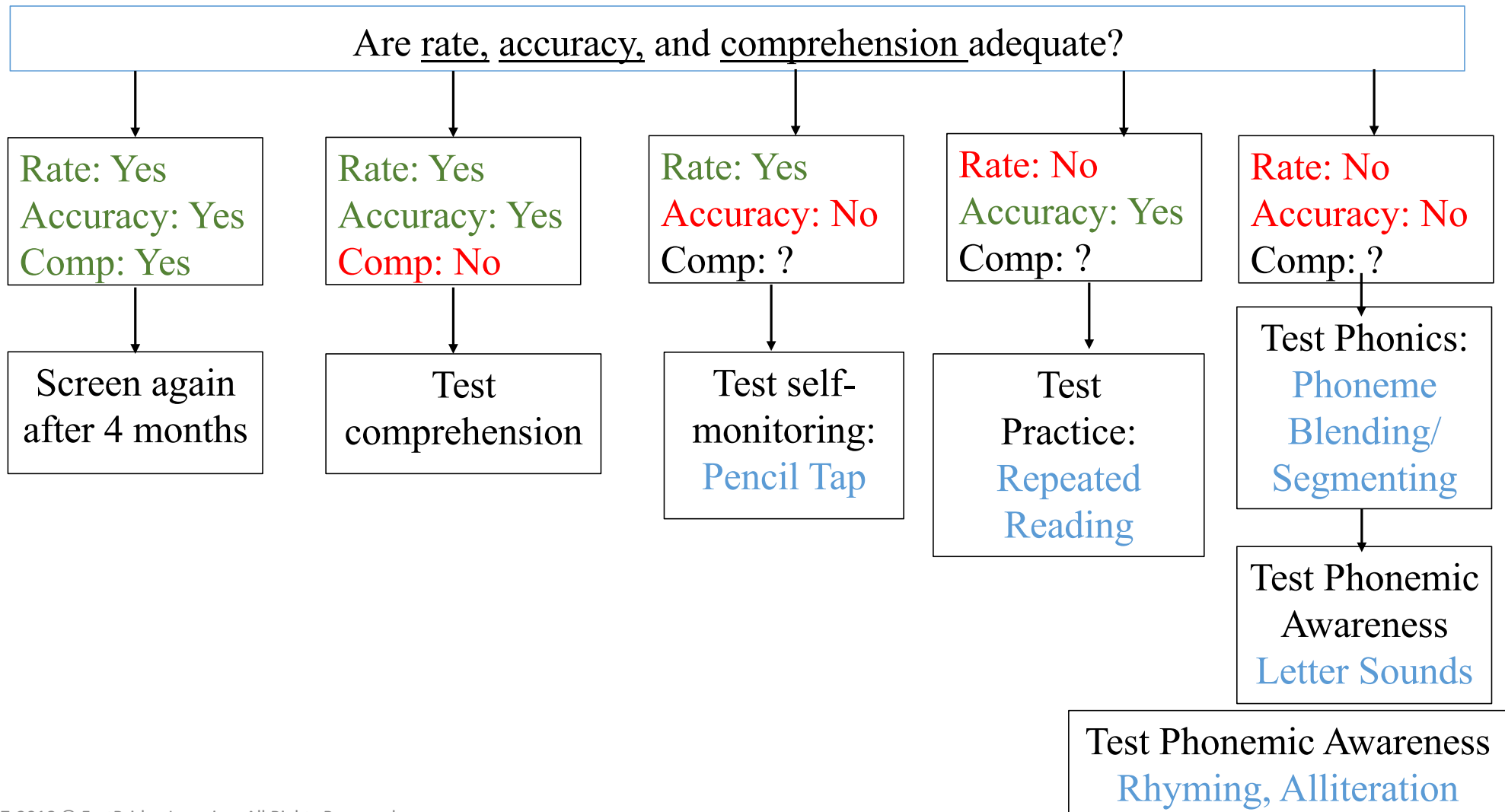
Tayanna: Repeated Readings Test

	Initial Reading WRC	Re - Reading WRC
Passage 1	52	84
Passage 2	44	75

Passage 1: $52/84 = .62$
 $1-.62 = .38$ or 38%

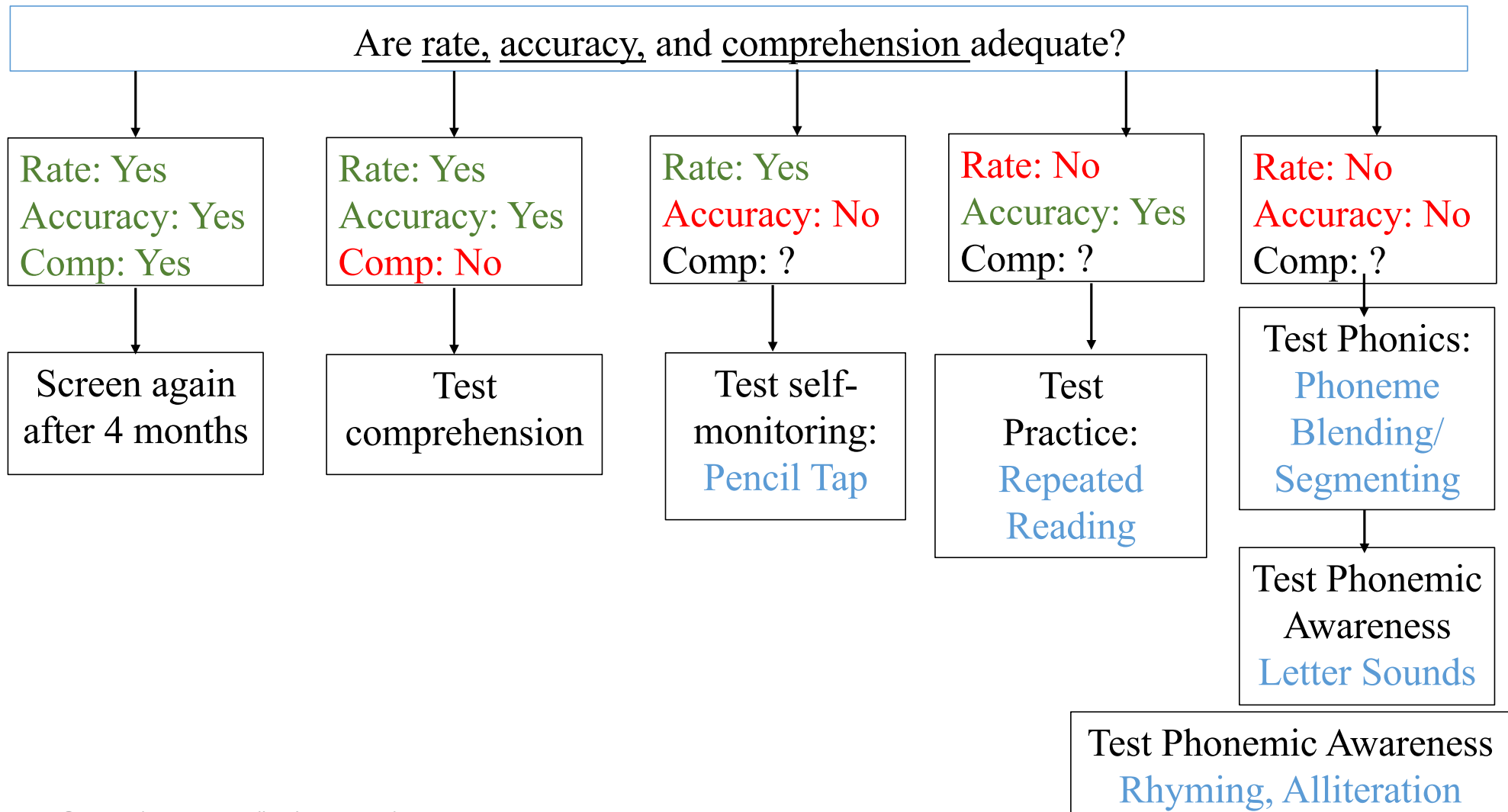
Passage 2: $44/75 = .59$
 $1-.59 = .41$ or 41%

Conclusion: This is a helpful strategy for Tayonna
Continue to use it!



Nonsense Words Benchmark Assessment Probes

1. How discrepant is the student from the target benchmark?
 - ✓ Can the student complete any of the task? Or very little?
 - ✓ First grade student: Does the student meet the seasonal benchmark target for first grade?
 - ✓ >First grade student: Does the student meet the spring benchmark target for first grade?
2. What is the percentage accuracy ?
 - ✓ If errors are present, analyze to identify trends.
3. Intervene to building fluency
 - ✓ Phoneme Segmenting
 - ✓ Phoneme Blending



Administer FBL Letter Sounds Benchmark Assessment Probes

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2. What is the percentage accuracy ?
 - ✓ If errors are present, analyze to identify trends.
3. Intervene to building fluency
 - ✓ Phoneme Segmenting
 - ✓ Phoneme Blending

Quick Jigsaw

1. Rate or Accuracy? 2. Assign to a column

- Tayanna is reading 28 wrs in one minute with 1 error (97% accuracy) whereas peers are expected to read 58 wrs in one minute with less than 3 errors (95% accuracy).
- Devon is reading 60 wrs in one minute with 11 errors (82% accuracy) whereas peers are expected to read 58 wrs in one minute with less than 3 errors (95% accuracy).
- After winter benchmark testing, Malcolm (1st grade) is reading a median of 33 wrs in one minute on CBMreading with 0 errors (100%). Target score is 43 wrs.
- After fall benchmark testing, Michelle (4th grade) is reading a median of 87 wrs in one minute on CBMreading with 9 errors (90%). Target score is 116.
- After winter benchmark testing, Sophia (1st grade) is reading a median of 18 wrs in one minute on CBMreading with 10 errors (45%). Target score is 43 wrs.



Home

District/School Setup >

District Preferences >

Student Info >

Assessment Info >

Default Screening Periods

Custom Benchmarks

Add New Assessments

Edit Screening Periods

Assessment Settings

Intervention Procedure

Set Intervention Assign...

Manage >

Add Staff >

Select Assessment Type

✓ All
Reading
Math

Select Status Type:

All



Name	Description	Assessment Type	Enabled	Actions
Default Intervention Procedures				
100 Book Challenge	Standards based reading and accountability program. Students read 30 minutes in school and 30 minutes at home. Quantity practice targets are set, monitored, and rewarded, ensuring every student adopts the independent reading routines of academically successful students.	Reading	✓	N/A
ABD's of Reading	The program's instructional sequence begins with auditory tasks analyzing syllables and short words into phonemes, then blending these phonemes into syllables and words. Once proficiency in these tasks is observed, decoding is taught.	Reading	✓	N/A
Academy of Reading	Academy of READING® is an intensive, online intervention program for struggling readers. This dynamic program instructs students in the five critical areas of reading – Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension.	Reading	✓	N/A
Accelerated Reader	Students read a book, take an AR Quiz, and get immediate feedback. Kids get excited and motivated when they see their progress. And teachers can	Reading	✓	N/A

Interventions listed in FastBridge

- Repeated Reading
 - Repeated Reading with Comprehension in a group
 - Six Minute Solution
 - Error Word Drill
 - Word Supply
-
- Activity: Where would these interventions be assigned?



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Default Screening Periods

Custom Benchmarks

Add New Assessments

Edit Screening Periods

Assessment Settings

Intervention Procedure

Set Intervention Assign...

Assessment Type: Reading ▾

Assignment

Instructional Strategy

Assigned Intervention

Accuracy

Goal: Achieve 90 % to 95% accuracy on small sets of items/skills. As unknown items/skills become known the set of expands.
More Details..

Submit »

Automaticity

Goal: Achieve 95% accuracy with automatic responses. Make know items/skills permanent and fully automatic to free cognitive resources for higher order skills (problem solving, comprehension).
More Details..

Submit »

Accuracy and Automaticity

Goal: Achieve 90 to 95% accuracy on expanded items/skills. Make known items/skills permanent and more automatic.
More Details..

Submit »