

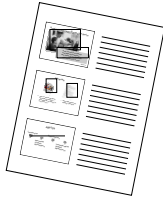
Read Naturally Live—Beyond the Basics



How to Tell If Students
Are Making Progress ...
And What to Do About It
Karen Hunter & Ben Weisner



Materials



- How to Tell If Students Are Making Progress ... and What to Do About It (slides/handout)

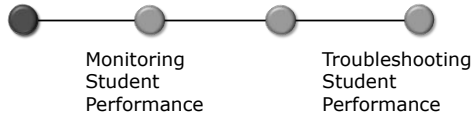


- Read Naturally Live Fidelity Checklist

Agenda

Introduction

Story Options



Introduction

Read Naturally Live Fidelity Checklist

Placement

Assessment	Student Score	Placement Range
LA	89	80-98
LA	89	80-98

Introduction

Pass Criteria

Criteria	Pass Results	Pass Requirements
Hot Timing	★ 89 wcpm (first attempt)	Goal 80 wcpm
Number of errors	✗ 4 errors (first attempt)	3 or fewer
Expression rating	★ 2 (first attempt)	2 or higher
Quiz Score	★ 6/6 (first attempt)	All correct
Retail	★ 30 words / met expectations (first attempt)	Meets teacher expectations

Introduction

Remedial Actions



Introduction

Pass Criteria



Introduction

Monitoring Student Performance

Create ongoing tension to maximize achievement:

- The student should be challenged, but not frustrated, by the level of text difficulty.
- The student should be able to reach the goal—not easily, but with effort.



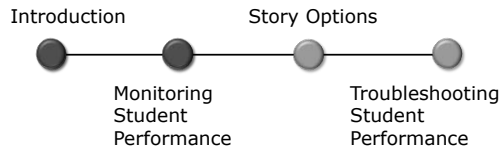
Monitoring Student Performance

Two phases:

- Check the student's initial placement after three stories.
- Keep the student challenged over time.



Agenda



Pass/Review Work



Monitoring Student Performance

Graphs



Fluency



Comprehension



Retell #1



Retell #2

Monitoring Student Performance

Read Naturally Live Reports



Read Naturally Live

Students At-a-Glance

Report period: 11/15/2015 to 2/20/2016

Current program teacher: Jill Hansen

School: Lake View

Current Grade	Student	Current HR Teacher	Series/Level		Fluency					Comprehension		Phonics
			Series/Level	Stories passed	Cold timing (first 3 / last 3)	Goal (first / last)	Hot timing (first 3 / last 3)	Expression (first 3 / last 3)	Fractions (first 3 / last 3)	Quiz % correct (first 3 / last 3)	Words in retell (first 3 / last 3)	Seconds to read word list (first 3 / last 3)
3	Her, Lee	Hudson, P	Seq 2.5	12	41/46	70/70	74/80	2/3	65	67/93	13/24	
3	Smith, Jeff	Hudson, P	Seq 3.5	12	61/61	90/90	93/97	3/3	63	67/86	12/22	
4	Black, Janelle	Randall, C	Seq 2.5	12	46/47	76/85	78/85	2/3	63	80/100	15/24	
6	Anderson, John	Winters, K	Seq 5.0	12	103/104	140/140	141/144	2/2	66	66/82	18/29	
6	Jeff, John	Winters, K	Seq 5.0	12	103/104	140/140	141/144	3/3	66	77/81	21/32	
6	Brown, Jeff	Frost, D	Seq 3.5	12	61/61	100/100	103/107	2/3	63	67/86	13/26	

Read Naturally Live: Students At-a-Glance

Use this report to identify students in Read Naturally Live who may need extra help in specific areas or who may require more of a challenge. Within each column in the Fluency and Comprehension categories for a given level, compare the average values for the first three and last three stories completed to see a student's progress.

For more information about using reports to monitor student performance, see the Read Live User Guide.

Current Grade is the student's grade at the time the report was created. If kindergarten, 1 = K, or a adult. Students are listed in order by grade.

Student is the name of a selected student.

Current HR Teacher is the name of the student's homeroom teacher at the time the report was created.

Series/Level is a Read Naturally Live series and level in which the student completed at least one story during the specified reporting period. For each student, the series/levels are listed with the most recent level first. If a student did not complete any stories in the reporting period, no series/level is listed. The series names are abbreviated as Seq (Sequenced) or Pho (Phonics).

Stories passed is the number of stories the student passed in the series/level during the reporting period. To pass a story, the student must read the story at the goal rate, make three or fewer errors, read with good expression, and answer the quiz questions correctly. Depending on the series, the student may have to meet additional requirements to pass.

Fractions (first 3/last 3) is the student's average number of fractions from the first three and most recent three stories in the level during the reporting period.

Goal (first/last) is the rate that the student must read to pass a story, expressed in number of words correct per minute (wcpm). This report lists the goals for both the first story and the last story the student passed in the reporting period.

Cold timing (first 3/last 3) is the average number of words correct per minute (wcpm) the student read in the cold timing for the first three stories and for the most recent three stories during the reporting period.

Hot timing (first 3/last 3) is the average number of words correct per minute (wcpm) the student read in the hot timing for the first three stories and for the most recent three stories during the reporting period.

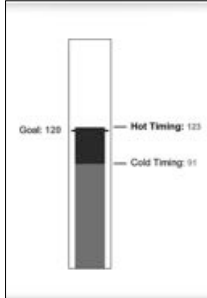
Expression (first 3/last 3) is the average expression rating the student received during the hot timing for the first three stories and for the most recent three stories during the reporting period. The rating scale ranges from 1 to 4, with 1 representing the least proficient expression.

Quiz % correct (first 3/last 3) is the average percentage of quiz questions answered correctly on the first try for the first three stories and for the most recent three stories during the reporting period.

Words in Retell (first 3/last 3) is the average number of words the student used on the first attempt to retell the first three and last three stories in the reporting period. Note that stories in the Phonics series do not include a Retell step.

Seconds to read word list (first 3/last 3) is the average number of seconds it took the student to read the phonics word list for the first three stories and the most recent three stories completed in the level during the reporting period. The word list is included only in the Phonics series. Note that stories in non-Phonics series do not include a Word List step.

Relationship of Scores to Goal



Hot-Timing Score
At or slightly greater than the goal

Goal

Cold-Timing Score
30 or 40 less than the goal

Continue at Current Level & Goal

A student should continue working at current level and goal if scores meet most of these criteria:

- Cold-timing score is below goal.
 - Approximately 30 below goal (grade 4 and below)
 - Approximately 40 below goal (grade 5 and above)
- Hot-timing score is at or slightly higher than goal.
- Expression score is two or higher.
- Takes 3 to 10 practices to pass.
- Average quiz score 80% on first attempt.

Indicators for Increasing Challenge

Consider making a change if a student meets two or more of the following indicators:

- Average cold-timing score improves.
- Average hot-timing score improves.
- Average quiz score improves.
- Average hot-timing score exceeds goal by ten or more.
- Average number of practices decreases.
- Student behavior changes.

When Increasing Challenge



- Raise only one element at a time.
- After 12 stories, typically raise the goal.
- After 24 stories, typically raise the level.
- Consider the long-term fluency benchmark goal.

Curriculum Options

Reading level	Sequenced	Spanish Translation (Read Along)	Phonics	Idioms
1.0	1.0	1.0	0.8 short vowels	
1.5	1.5	1.5	1.3 long vowels	
2.0	2.0	2.0	1.8 blends/digraphs	
2.5	2.5	2.5	2.3 r-controlled	
3.0	3.0	3.0	2.6 short vowels 2.7 long vowels	3.0
3.5	3.5	3.5		3.5
4.0	4.0	4.0		4.0
4.5	4.5	4.5		4.5
5.0	5.0			
5.6	5.6			
6.0	6.0			
7.0	7.0			
8.0	8.0			

Long-Term Fluency Benchmark Goal

The student is able to read unpracticed, grade-level passages at, near, or above the 50th percentile on national norms.



Oral Reading Fluency Norms

3rd grade student
 Level: 1.0 ... 2 years below grade level
 Goal: 60 wcpm ... 47 words below 3rd grade spring goal

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

***WCPM = words correct per minute**

Hasbrouck, J., & Tindal, G. A. (2006, April). Oral Reading Fluency Norms: A Valuable Assessment Tool for Reading Teachers. *The Reading Teacher* 59(7), 636-644.

Oral Reading Fluency Norms

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*
1	90		81	111
	75		47	82
	50		23	53
	25		12	28
	10		6	15
2	90	106	125	142
	75	79	100	117
	50	51	72	89
	25	25	42	61
	10	11	18	31
3	90	128	146	162
	75	99	120	137
	50	71	92	107
	25	44	62	78
	10	21	36	48
4	90	145	166	180
	75	119	139	152
	50	94	112	123
	25	68	87	98
	10	45	61	72

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*
5	90	166	182	194
	75	139	156	168
	50	110	127	139
	25	85	99	109
	10	61	74	83
6	90	177	195	204
	75	153	167	177
	50	127	140	150
	25	98	111	122
	10	68	82	93
7	90	180	192	202
	75	156	165	177
	50	128	136	150
	25	102	109	123
	10	79	88	98
8	90	185	199	199
	75	161	173	177
	50	133	146	151
	25	106	115	124
	10	77	84	97


*WCPM = words correct per minute

Hasbrouck, J., & Tindal, G. A. (2006, April). Oral Reading Fluency Norms: A Valuable Assessment Tool for Reading Teachers. *The Reading Teacher*, 59(7), 636-644.

Monitoring Student Performance

Does Lee Need More Challenge?

Current Grade	Student	Current HR Teacher	Series Level		Fluency		Comprehension		Phonics		
			Series Level	Series Passed	Words per Minute	Words per Minute	Words per Minute	Words per Minute	Words per Minute	Words per Minute	
3	Her, Lee	Hudson, P	Seq 2.5	12	4948	7070	7480	23	65	8755	1524



Ask:


- Has average cold-timing score improved?
- Has average hot-timing score improved?
- Has average quiz score improved?
- Does average hot-timing score exceed goal by ten or more?
- Has average number of practices decreased?

Monitoring Student Performance

Indicators for Increasing Challenge

Consider making a change if a student meets two or more of the following indicators:


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Monitoring Student Performance

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3	Her, Lee	Hudson, P	Seq 2.5	12	4948	7070	7480	23	65	8755	1524



Ask:


- Has average cold-timing score improved?
- Has average hot-timing score improved?
- Has average quiz score improved?
- Does average hot-timing score exceed goal by ten or more?
- Has average number of practices decreased?

Yes, ready for more challenge.

Monitoring Student Performance

Should we raise Lee's level or goal?

Current Grade	Series/Level	Series passed	Fluency	Comprehension	Phonics
3	Seq 2.5	12	43/48	70/70	74/80
Student	Lee, Lee	Goal (1st 3 / last 3)	Goal (1st 3 / last 3)	Goal (1st 3 / last 3)	Goal (1st 3 / last 3)
Current HR Teacher	Hudson, P	Not being	Expression	Prose	Op. N. Acc.
		(1st 3 / last 3)	(1st 3 / last 3)	(1st 3 / last 3)	(1st 3 / last 3)
		23	50	87/93	15/24



Ask:

- Has Lee completed 12 or 24 stories in the level? only 12 stories
- What is Lee's long-term benchmark fluency goal? 107 wcpm
- Is Lee is closer to meeting his long-term benchmark level or rate? Closer to level


Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*
3	90	128	148	162
	75	99	120	137
	50	71	92	107
	25	44	62	78
	10	21	36	48

Raise Lee's goal

Monitoring Student Performance

Guidelines for Raising Level or Goal


- Raise the level by half a year (rarely a whole year).
- Raise the goal by 10 words.
- Discuss the change with the student.



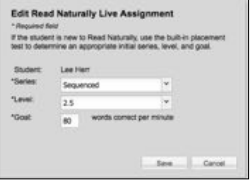
Read Naturally Live edit window

Monitoring Student Performance

What is Lee's new goal?



Previous goal: 70
New goal: 80



Is Lee ready to exit Read Naturally?

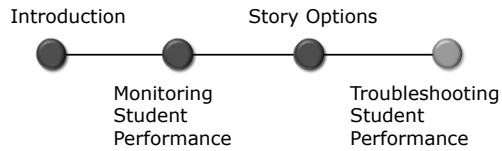


- Benchmark Assessment Data
Fall: 36 wcpm
Winter: 65 wcpm
Spring: 85 wcpm
- Read Naturally Data
Spring level: 3.5
Average cold timing: 80 wcpm
Average hot timing: 110 wcpm

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*
3	90	128	146	162
	75	99	120	137
	50	71	92	107
	25	44	62	78
	10	21	36	48

Lee is not ready to exit Read Naturally.

Agenda



Setting Story Options



- Turning steps on or off.
- Specifying whether the student can independently conduct the cold timing.
- Setting the minimum number of times the student must read along with the story or practice the story.
- Setting the length of practices and hot timings.
- Setting the length of time for Prediction and Retell steps.

Read Naturally Strategy Considerations

Important!

Keep in mind what makes the program work—

- Teacher Modeling (Read Along step),
- Repeated reading (Practice step),
- Progress monitoring (assigning challenging but feasible goals and providing immediate feedback),



Maximize the amount of time the student actually spends reading.

What to Consider When Changing Story Options

Common Reasons to Turn Off Optional Steps

All of the Read Naturally Live steps have been carefully designed to make sure they contribute to the success of the student. Consider carefully before you decide to turn off a step. If you do customize the steps, be sure to closely observe the student to make sure your changes are yielding the desired results. The table below lists the most likely reasons you would turn off each of the steps.

Option	Reasons to turn step off
Key Words	<ul style="list-style-type: none"> A student already has a good vocabulary and would profit more from using the time to practice reading. The student is clicking on key words as a play activity rather than to learn the words.
Prediction	<ul style="list-style-type: none"> The student lacks adequate keyboarding skills. As an alternative, you may have the student write the prediction in a notebook.
Cold Timing	<p>The cold timing provides valuable data that you can use to monitor student progress. It would be very unusual to turn off this step. One reason to turn off the step is the following:</p> <ul style="list-style-type: none"> You have a new student who finds it unusually intimidating or stressful to be timed on a story that he or she has not practiced. If the stress of a cold timing is so great that the student loses motivation, then turn off the Cold Timing step until the student becomes more skilled and is comfortable with timed readings. This is a rare occurrence, but it happens occasionally with some very poor readers.
Read Along	<p>This step is crucial to the success of the strategy, so think carefully before you turn it off. You may want to consider turning off the step in the following cases:</p> <ul style="list-style-type: none"> A student is close to meeting his or her grade-level fluency goals and will soon be able to leave the program. In this case, gradually reduce the number of read alongs required until finally you can turn off the step entirely. Very rarely, a student may have an auditory "photographic memory," so that the student can actually memorize the entire story by listening. In this case, you may need to reduce the number of read alongs or turn off the step entirely.
Spanish Read Along	<p>This option requires students to read along with a Spanish translation of the story before completing the English read along. Normally, this option is turned off. Turn it on for:</p> <ul style="list-style-type: none"> Native Spanish speakers who would benefit from hearing the story in Spanish before reading it in English. Note that Spanish translations are not available for all levels.
Quiz Questions	<p>It would be very unusual to turn off this step, since the questions not only help the teacher test comprehension but also remind students that they are ultimately reading for comprehension, not speed. Only turn off this step in the following situation:</p> <ul style="list-style-type: none"> Comprehension is clearly not an issue for the student and the student would profit more from focusing on fluency rather than comprehension.
Retell	<ul style="list-style-type: none"> The student lacks adequate keyboarding skills. As an alternative, the student can retell the story orally or by writing in a notebook. The teacher prefers to hear an oral retelling of the story when stopping by to pass the student. An oral retelling gives the teacher the opportunity to understand the student's thinking or explain vocabulary words.
Word List (Phonics)	<ul style="list-style-type: none"> You think the phonics lesson on the Key Words step is sufficient to teach or review the featured phonics elements and the student does not need isolated word practice.

Tips for Conducting the Cold Timing

Using the Story Options, teachers can specify whether an adult must be present to conduct the cold timing or whether the student can perform the timing independently. If you specify that a teacher must be present for the cold timing (the default), the student cannot start the timing until an adult logs in.

- During the cold timing, a student should click on the errors even if the teacher is present.
- Since the cold timing is not a formal assessment, the student just needs to be reasonably accurate.
- Many students like playing the Wordtastic vocabulary game while they wait for the teacher. Keep in mind that the game is a wait-time activity, and, though educational, it is not the main focus of the program; don't let students wait too long before starting the cold timing.
- When students do the cold timing without a teacher present, they do not play Wordtastic, because they do not need to wait to begin the cold timing. Students have another chance to play Wordtastic during the Pass step.

Setting Read Along Options

The Read Along step is critical to a student's success. Consider very carefully before you reduce the number of read alongs required. During the Read Along step, students are typically required to read along three times before moving on to the next step. Teachers can, however, control how many times a student is required to read along—from zero to five times.

The read along narrator reads the story slowly. In fact, each story has been recorded at three different speeds. The basic reading rate for each story is based on the reading rates of students who read at the 25th percentile for their grade. The second recording is slightly faster, and the final recording is read at an expressive rate. By default, the student reads along at the slowest rate the first time, slightly faster the second time, and at the fastest (expressive) rate on the third reading. If you only require a student to complete one read along, you can specify the best speed of the read along for the student.

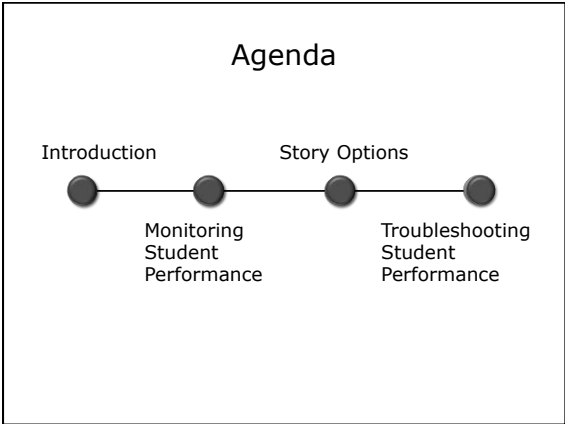
Practice/Hot Timing Options

Typically, students do not read to the end of the story during each practice. For some teachers, it seems odd not to require the students to read the entire story. However, it is motivating for a student to read for one minute, see the results, and then immediately start again to try to beat the last score. With longer timings, many students lose this motivation to read. Also, remember that students do read the whole story multiple times during the Read Along step.

Motivation matters! If a student is motivated, push him or her to do more sustained readings. But, if you require a student to practice for more than one minute, pay careful attention to that student's motivation level during practice. Provide encouragement until the transition is successful.

At your discretion, you may require students to practice with a longer timing or to finish the story on each reading. You can adjust the story timings for the practices and hot timings on the Story Options screen. The following table lists situations when this might be appropriate.

Practice & Hot Timing Options	Consider This Option if ...
Two-Minute Timing	<ul style="list-style-type: none"> • A student is working on the longer stories (level 5.6 or above). • You want to encourage a student to read for longer, more sustained periods but the student will not tolerate a whole-story timing.
Whole-Story Timing	<ul style="list-style-type: none"> • You want the student to read the entire story to build reading endurance and/or increase comprehension, especially in levels 5.6 and above.



Troubleshooting

Troubleshooting Student Performance

- Select appropriate remedial actions.
- Require students to complete steps correctly.
- Apply classroom management/incentives.
- Adjust frequency or intensity.
- Provide supplementary instruction.
- Adjust level or goal.

Troubleshooting

Prediction

Problem: Student doesn't have adequate keyboarding skills or takes a long time to write a prediction.

Possible Adjustments:

- Write prediction in a notebook.
- Give an oral prediction when the teacher comes for Cold-Timing step.
- Lengthen time or turn off the Prediction step (story options).

Pass

Problem: Student makes too many errors and/or does not meet goal during Pass step timing.

Select appropriate remedial actions:

- Read along for accuracy.
- Practice Story.
- Retest Story.

Select remedial actions:

- Practice Story
- Read along for accuracy
- Read along for expression
- Redo missed quiz questions
- Rework the Retell step
- Retest story
- Pass with current scores

Other Adjustments:

- Increase number of read alongs (story options).
- Read story to adult to check accuracy before beginning Practice step.
- Remind student to click on difficult words.
- Increase minimum number of practices (story options).

Quiz

Problem: Student has scores below 80% correct on first attempt on Quiz step.

Select appropriate remedial actions:

- Redo missed quiz questions.

Other Adjustments:

- Preview questions before Practice step (print story).
- Answer short-answer questions orally.
- Teach strategies for specific types of questions.
- Provide an incentive.

Select remedial actions:

- Practice Story
- Read along for accuracy
- Read along for expression
- Redo missed quiz questions
- Rework the Retell step
- Retest story
- Pass with current scores



Retell

Problem: Student has difficulty writing a retelling of the story that meets teacher expectations.

Select remedial action:

- Rework the Retell step.

Other Adjustments:

- Retell story orally during Pass step.
- Use main idea question/answer as topic sentence (print story).
- Lengthen time or turn off the Retell step (story options).
- Align expectations with current written language instruction.

Select remedial actions:

- Practice Story
- Read along for accuracy
- Read along for expression
- Redo missed quiz questions
- Rework the Retell step
- Retest story
- Pass with current scores



Troubleshooting

Word List

Problem: Student has difficulty passing Word List step (Phonics series).

Select appropriate remedial actions:

- Practice word list.
- Retest word list.

Other Adjustments:

- Lengthen time (story options).
- Remind student to click on difficult words.
- Require student to read word list to adult to check accuracy before practicing.

Select remedial actions:

Practice Story

Read along for accuracy


Read along for expression

Retest word list

Retest story

Retest word list

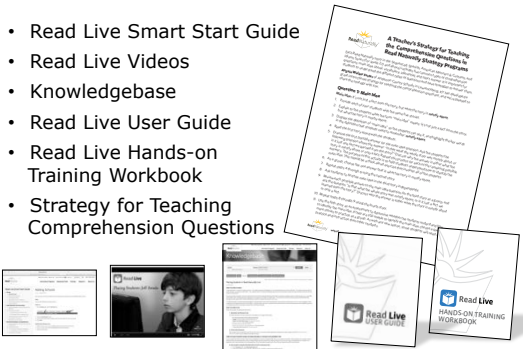
Press with current scores



Troubleshooting

Read Live Resources

- Read Live Smart Start Guide
- Read Live Videos
- Knowledgebase
- Read Live User Guide
- Read Live Hands-on Training Workbook
- Strategy for Teaching Comprehension Questions



For more information:

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Questions?

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