

Question #1

What is better information? The cold-timing words per minute or the hot-timing words per minute?

Question #1

Well, think of it this way ...

The hot-timing score tells you the student was able to meet his or her goal after completing all of the steps in a Read Naturally Live story.

The cold-timing score helps you see how the student is progressing toward reaching the long-term goal ... of reading unpracticed grade-level passages at, near, or above the 50th percentile.

So, they are both important, but they tell you different things.

Question #2

What do you say when a sixth grader asks, “When is this program done? Like does it have an end point to exit a student out?”

Question #2

That is such a great question! I can just picture a sixth grader saying that!!

With older students, I think it’s helpful to have a “reality check.” I would sit down with the student and point out the end-of-the-year spring goal for 6th grade on the Hasbrouck & Tindal Oral Reading Fluency table—which is 150 wcpm ... or show the student your district expectations for grade level fluency.

I would explain that the unpracticed cold-timing score needs to be 150 wcpm on grade level passages. So, the student may need to work through a couple of Read Naturally levels to get up to grade level passages, while working toward the rate of 150 wcpm.

Question #3

How do you project goals for special education students based on their performance on Read Live?

Question #3

For special education, you typically need to write long- and short-term goals.

For special education students working in Read Live, you might write a long-term goal stating, “The student will read unpracticed grade-level passages at the 50th percentile rate for the student’s grade level—based on the Hasbrouck & Tindal oral reading fluency data ... or based on your district grade level expectations.

A short-term goal might state, “The student will meet all requirements to pass each story at his/her Read Naturally Live placement level and gain 20 wcpm by the end of the quarter (or by the end of the trimester).

Question #4

How do I break down results by the quarter? For example, how many stories has a student read during the quarter?

Question #4

On the Students At-a-Glance report, you can indicate the window of time you want the report to include. You can put in the beginning and ending dates for your quarter ... and indicate that you want to include more than one level.

So, for any students who may have advanced to the next level during that time period, the report displays results for each level worked on during the selected dates.

Question #5

Is there a report that shows all levels a student has been placed at and the date they advanced?

Question #5

Yes, the Student Level Summary report lists all of the data for each story, and the date each story was passed. You can select 1, 2, or 3 levels to be included in the report.