Best Practices in Assessing and Teaching Fluency

Presented by Jan Hasbrouck, Ph.D.

ILA Literacy Leadership Brief 2018
Reading Fluently Does Not Mean Reading Fast
Jan Hasbrouck
Deb Glaser
https://www.literacyworldwide.org/get-resources/position-statements

Reading Fluency
Understand • Assess • Teach
Jan Hasbrouck, Ph.D.
Deborah Glaser, Ed.D.
- Defining & Describing this Complex Skill
- Assessing Reading Fluency
- Planning and Teaching Fluency
- Teaching Fluency through Skill Integration

How to DEFINE Reading Fluency?

Benchmark Education
PD Essentials
www.benchmarkeducation.com
What is Reading Fluency?

Reasonably **accurate** reading at an appropriate **rate** with suitable **expression** that leads to accurate and deep **comprehension** and **motivation** to read.

*Hasbrouck & Glaser*

"Using [a] blend of **science** and **practice**, we conclude...that the **performance standards** for [the] three components of fluency **should vary** depending upon the demands of the task."

*Hasbrouck & Glaser (2019)*

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**What is Reading Fluency?**

**Reasonably ACCURATE?**

Aim for at least _____% accuracy

*Rasinski, Reutzel, Chard, Thompson (2011)*

Emerging readers: _____%

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**What is Reading Fluency?**

**Appropriate RATE?**

**AS FAST AS POSSIBLE?!?**
What is Reading Fluency?
Fluent reading should sound like SPEECH
Stahl & Kuhn (2002)

Compiled CBM-R ORF Norms for Grades 1 - 6
Hasbrouck & Tindal (2017)

An update to compiled ORF norms (Technical Report No. 1702). Eugene, OR. Behavioral Research and Teaching, University of Oregon

What is Reading Fluency?
Appropriate RATE?

50th %ile on oral reading fluency (ORF) norms on unpracticed, grade-level text

Why the 50th %ile?

# 1 LIMITED EVIDENCE from research or theory or practice that suggest a benefit to reading significantly ABOVE the 50th %ile. Can be detrimental.

# 2 SIGNIFICANT EVIDENCE that it is crucial to help students read with fluency solidly at or very near the 50th %ile to support comprehension and motivation.
What is Reading Fluency?

Appropriate RATE?

13

What is Reading Fluency?

Suitable EXPRESSION?

Pitch, tone, volume, emphasis, rhythm

Mirrors spoken language & conveys meaning

14

What is Reading Fluency?

Suitable EXPRESSION?

Mirrors spoken language & conveys meaning

BUT abnormal pitch, intonation, phrasing, pauses can be "suitable"

15

What is Reading Fluency?

The ability to read

- accurately
- at an appropriate rate
- with expression & phrasing

COMPONENTS of fluency

16
What is Reading Fluency?

The ability to read
✓ accurately
✓ at an appropriate rate
  • with expression & phrasing

COMPONENTS of fluency

The Role of Fluency in Reading?

ACCURACY: Comprehension is limited by inaccurate reading (below 95%).
RATE: Comprehension is limited by inefficient, slow, laborious reading or reading too fast.
  • Lack of fluency = lack of motivation = fewer words read = smaller vocabulary = limited comprehension (self-perpetuating)

How to ASSESS Reading Fluency?

Common Assessments Using ORF

DIBELS 8 (Dynamic Indicators of Basic Early Literacy Skills)  UO  K-8
Acadience Dynamic Measurement Group K-6
AIMSweb Pearson K-8
easyCBM Riverside K-8
FAST FastBridge Learning K-8

All are versions of CBM-R ORF assessments
Oral reading fluency (ORF) essentially measures RATE.

Automaticity?  Hosp & Suchey, 2014
Reading Fluency Assessing & Teaching
Jan Hasbrouck, Ph.D.

30+ years of CBM research

ORF measures have a moderate-to-strong correlation with reading comprehension.

Fuchs, Fuchs, Hosp, & Jenkins (2001)
Reschly, et al. (2009)

Reading Fluency is a COMPLEX Skill

Reasonably accurate reading at an appropriate rate with suitable expression that leads to accurate and deep comprehension and motivation to read.

Hasbrouck & Glaser, 2012

To fully assess the COMPLEX skill of reading fluency, you must listen to a student read aloud, and...for more than just 60 seconds!

ORF Common Confusion # 2

A higher ORF score is better
We should REALLY be assessing comprehension

Comprehension is very complex!

30+ years of research…

ORF measures have a moderate-to-strong correlation with reading comprehension

WHEN correctly administered!
Students with low ORF scores need a fluency intervention

ORF assessments function as a thermometer

Students with low ORF scores need a fluency intervention

Quickly provide information

- Reliable (accurate)
- Valid (relevant, useful, & important)
- Compared to benchmark…

But… body temperature only one single indicator of general health or illness:

Normal? 103 degrees?

CBM-R measures of accuracy + rate provide one reasonably dependable indicator of a student’s academic “health” or “illness”—NEVER a diagnosis for a treatment plan!

Reading Fluency is a Complex Skill

Reasonably accurate reading at an appropriate rate with suitable expression that leads to accurate and deep comprehension and motivation to read.

Components plus Mechanics!
Assessing Reading Fluency
Assess fluency
COMPONENTS
(accuracy, rate, expression)
at INSTRUCTIONAL level

Assessing Reading Fluency
Assess fluency
MECHANICS
(word reading fluency; text fluency; comprehension)
as appropriate…

How FLUENT Should Students Be?
Able to read unpracticed, grade level text:
- with sufficient ACCURACY
  at least 95% (or 97-98% for emerging readers)
- at an appropriate RATE
  50+%ile on H&T ORF norms
- with suitable EXPRESSION

Diagnosing Expression
LEVEL 4 Expressive interpretation
LEVEL 3 3-4 words phrased in groups
LEVEL 2 Awkward & unrelated groupings
LEVEL 1 Word-by-word

National Assessment of Educational Progress NAEP
The ABCs of CBM
(2016) 2nd Edition
Michelle Hosp, John Hosp, & Ken Howell

How to TEACH Reading Fluency?

Research on Fluency Instruction

BOTTOM LINE:
“It is critical that we establish...instruction that assist(s) learners in becoming truly fluent readers rather than just fast ones.”

Research on Fluency Instruction

BOTTOM LINE:
The natural result of INSTRUCTION
- Explicit
- Systematic
- Comprehensive instruction

PLUS
Lots of carefully orchestrated reading PRACTICE
Hudson, Pullen, Lane, & Torgesen, (2009)
Fluency Instruction
TRIPLE A:
Hasbrouck & Glaser (2012)
- Read words with reasonable **ACCURACY**
- Read words and connect with ideas **AUTOMATICALLY!**
- **ACCESS** meaning!

Research on Fluency Instruction
- Oral, guided reading practice **with feedback** improves fluency for "typical" students.
- Independent practice (silent reading) **NOT** sufficient to improve fluency. NICHD (2000)

Research on Fluency Instruction
- Feedback to correct **EVERY** error more effective than only correcting errors that affect meaning (which was only slightly better than no feedback).
- Promotes **accuracy** and **attention to detail**.
  Kilpatrick (2015b)

Research on Fluency Instruction
- Repeated reading (deep reading) remains the "gold standard".
- **Assistance** more effective (feedback, reading with model).
  Kuhn & Stahl (2003)
- **Prosody** develops from acquiring efficient word & text reading skills.
  Kuhn, Schwanenflugel & Meisinger (2010)
Research on Fluency Instruction

• Wide reading (vs. repeated reading) may be best strategy for improving fluency for some. Kuhn et al., 2006

• Wide reading must be monitored & students held accountable. Reutzel et al., 2008

Research on Fluency Instruction

• Structured partner reading improves fluency. Osborn, Lehr & Hiebert (2002)

• Help students build a large orthographic lexicon (sight words) Kilpatrick (2016)

Research on Fluency Instruction

• Challenging passages (85% accuracy) beneficial with sufficient support & monitoring. Stahl & Heuback (2005)

• Combining three research-proven strategies (modeling, repeated reading, progress monitoring) effective & motivating. Hasbrouck, Ihnot, & Rogers (1999)

Research on Fluency Instruction

FLUENCY INTERVENTION

Three Part Model

✓ ACCURACY

✓ RATE

✓ GRAPHING FOR MOTIVATION

READ NATURALLY www.readnaturally.com
FLUENCY INTERVENTION

(1) FOLLOWING A MODEL
Reading along with a model of ACCURATE reading from an audio tape/CD or computer

OR a skillful reader

(2) REPEATED READING
Students REREAD passage orally to themselves or a partner until goal achieved (4-10 times)

(3) MONITORING PROGRESS
Students GRAPH their performance:
“Cold” reading first- BLUE, then again after practice- RED

Summary:
• Reading fluency is a COMPLEX skill, NECESSARY but not sufficient for comprehension.
• ORF measures have PROVEN VALUE as screeners and for progress monitoring, but are INSUFFICIENT for skill diagnosis.
• Teaching fluency? TRIPLE A Accuracy! Automaticity! Access meaning!

THANK YOU!!

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### COMPILED ORF NORMS 50th Percentiles

Hasbrouck & Tindal (2017; 2006)

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GREEN zone 10+ to -4 WCPM  
YELLOW zone -5 to -10 WCPM  
RED zone >10 WCPM below

*WCPM = Words Correct Per Minute
# COMPILED ORF NORMS

Hasbrouck & Tindal (2017)


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*WCPM = Words Correct Per Minute*
Recommended EOY ORF Goals
based on Hasbrouck & Tindal (2017; 2006)

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