STAR
STUDENT ACHIEVEMENT IN READING

INTRO TO STAR AND FLUENCY ASSESSMENT

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**STAR Reading Program
Certified Trainer**

Welcome and Introduction

➔ Name
➔ Program
➔ Role in Fluency instruction, if at all
➔ How much attention do you give to reading fluency in your classroom?

What is STAR?

STAR = **ST**udent **A**chievement in **R**eading

STAR is a reading reform initiative that will help you implement evidence based reading instruction in your classroom.

Who is a STAR Student?

STAR training focuses on **intermediate** level readers, both native and non-native speakers of English.

- Although STAR can be used as a standalone class, that would not be the typical use in AEPP funded adult education programs.

- STAR assessments and instructional materials are meant to be incorporated into your existing ABE and ESL classrooms as the teacher or program sees fit.
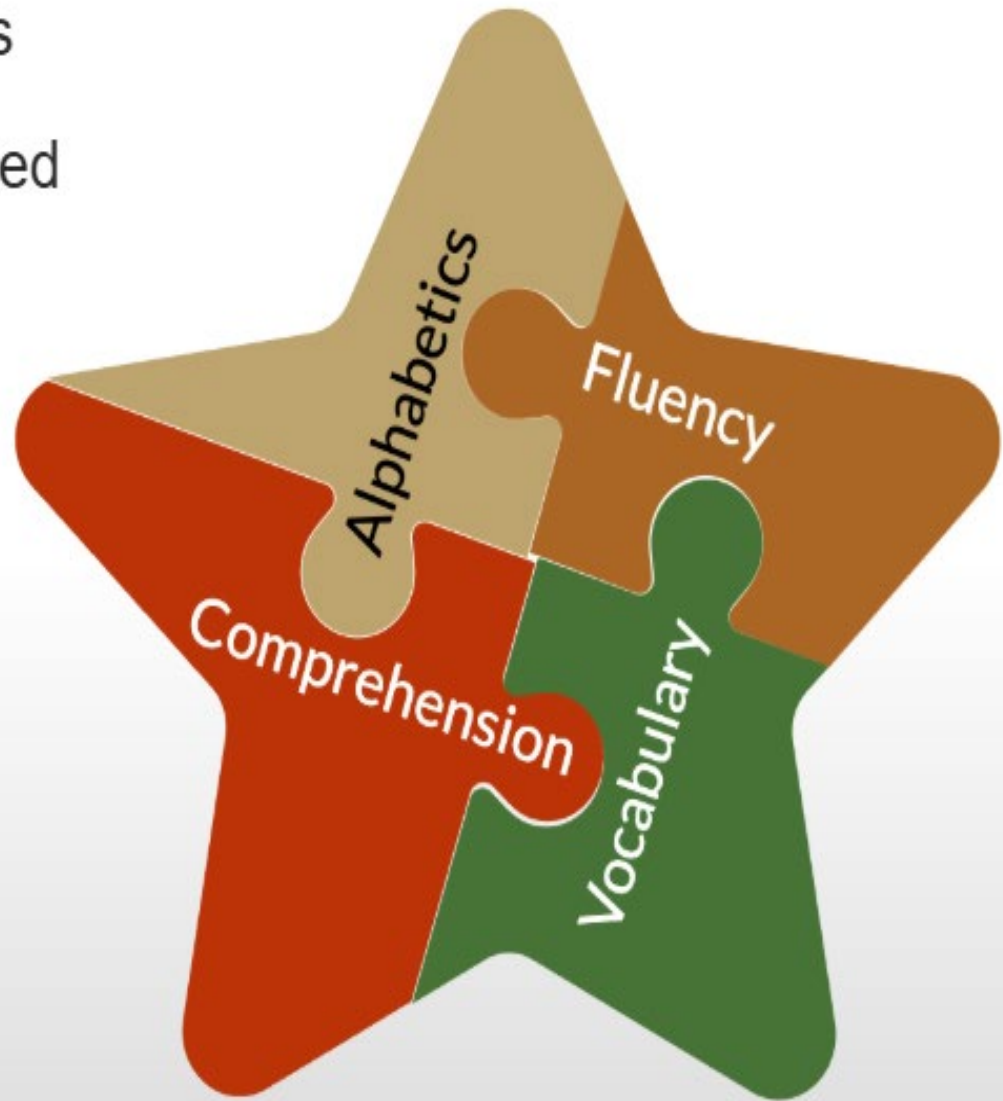
  It can be used under EPE, WIOA or ALE funding.

What is Evidence Based Reading Instruction (EBRI)?

* ★ EBRI means that you are teaching reading using techniques which have been found to be effective.

* ★ There is evidence, from a variety of sources, that these techniques work.
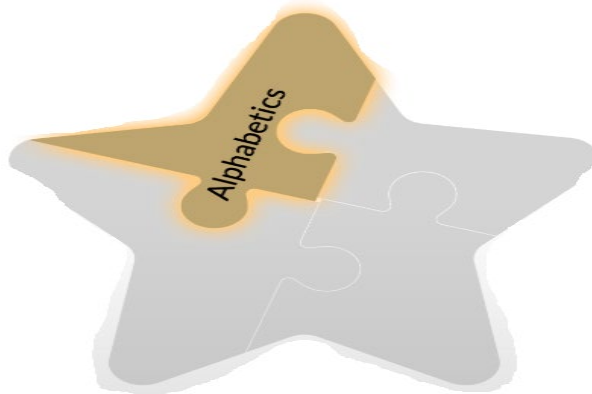
What Does the Evidence Tell Us?

- **Four** major components

- **Teach** components based on needs

What is Alphabetics?

★ *"The ability to identify words on a page."*

★ Involves being able to connect letters with the sounds they represent; identify words that contain regular letter relationships; and using word parts to identify multisyllabic words.

Alphabetics

What is Fluency?

★ *"The ability to read with speed and accuracy."*

★ Involves being able to read with expression, intonation and rhythm, which is called **prosody**.

Fluency
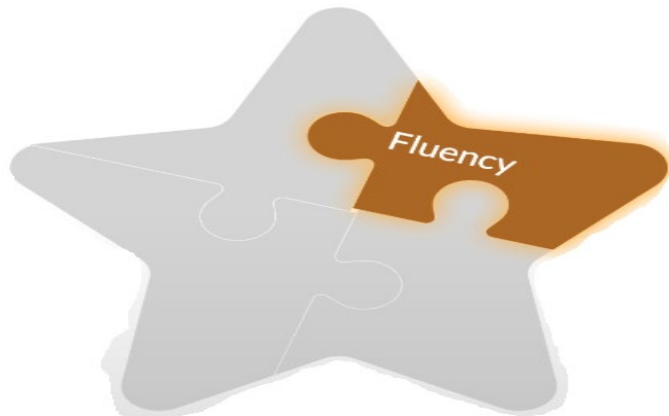
What is Vocabulary?

★ *"The breadth, depth and flexibility of knowledge about the meanings of words."*

★ Reading requires knowing not only what words and word parts mean, but also how different forms of the word are used.
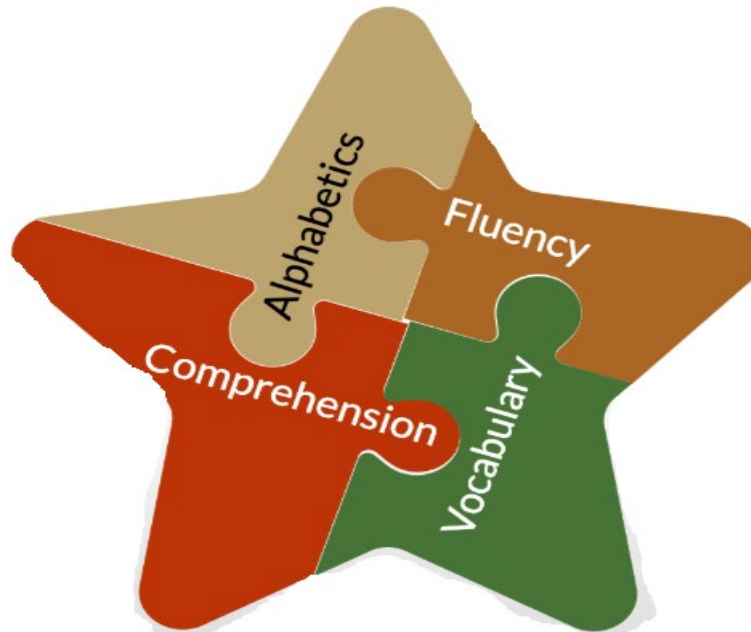
What is Comprehension?

Comprehension requires connecting the words in a text to discover the author's ideas, and relating those ideas to what the reader knows.

Reading is an interactive process with each component affecting the others.

Components Interact

The components relate to each other in different ways. A problem in one component can affect success in another. Let's look at some examples.

Example 1: Components Interact

A student is reading aloud, recognizing most of the words correctly, but doing so at a very slow rate. He reaches the end of the paragraph, and you ask, "What was the paragraph about?" He replies, "I have no idea." Fluency is affecting comprehension for this student. Recognizing words requires so much effort, he can't give attention to the meaning of the text.
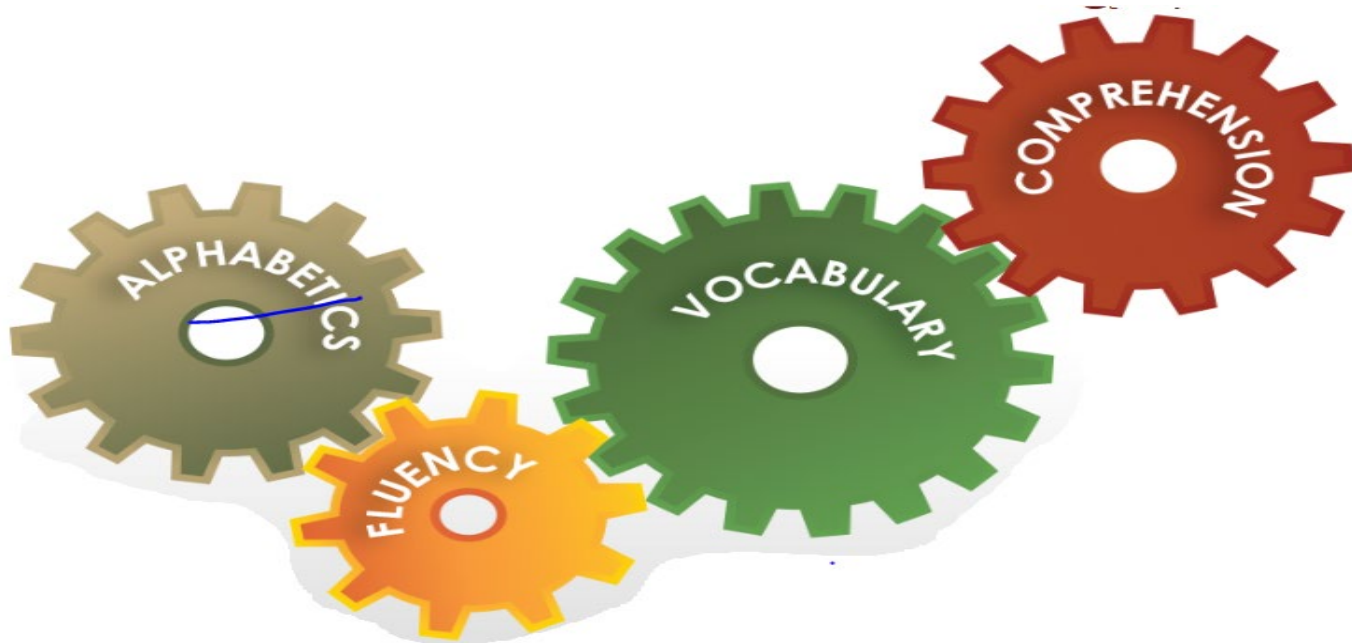
Example 2: Components Interact

Children are less inhibited than adults.

Your student has no problem reading the sentence, but is not sure what "inhibited" means. Here vocabulary is affecting comprehension.

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How important is it for teachers to understand how the components affect your student's reading?

Levels of Adult Literacy Learners

STAR focuses on intermediate level learners:

Beginning:	0-3.9
Intermediate:	**4.0-8.9**
Advanced:	9.0-12.9

A study of students at these three levels reveals difference among these groups:

NCSALL

National Center for the Study of Adult Learning and Literacy

A NCSALL Research Brief
November 2003

Adult Reading Components Study (ARCS)

John Strucker | Rosalind Davidson

Needs of Adult Literacy Learners

	Grade Levels	Needs
Beginning Readers	0-3.9	• Difficulty with alphabetics and fluency • Print related skills
Intermediate Readers	4.0-8.9	• Different patterns of reading difficulties • Some weakest on word-related skills • Others weakest on print-related skills
Advanced Readers	9.0-12.9	• Difficulty with vocabulary and comprehension • Meaning-related skills

★ Adults who are stuck at the intermediate level in reading are having trouble with one or more of the components.

★ Understanding how these components interact for intermediate level learners helps us learn how to move our students toward success.

Diagnostic Assessment

Now that we have learned about the four components of reading, we will begin learning about how diagnostic assessment can be used to determine which component, or components are standing in the way of student success in reading.

STAR Big Idea

The two main reasons we do diagnostic assessment:

★ To determine which reading components are instructional priorities

★ To identify the correct level of text to begin instruction

What is Fluency?

"The ability to speak or write a language easily, well, and quickly."

What does Fluency mean to you?

Do you teach fluency?

Vocabulary Terms:

Fluency is made up of 3 core components:

1. <u>Accuracy</u>
2. <u>Rate</u>
3. <u>Prosody</u>

How would you define these terms?
Do you assess your students on these?

What is Fluency?

Fluency is made up of 3 core components:

1. **<u>Accuracy</u>** is the reading of words correctly or decoding.

2. **<u>Rate</u>** is the speed of word identification. It is usually recorded as words read per minute.

3. **<u>Prosody</u>** is the sound of the reading. This can be explained as the expression used when reading.

Rate and Prosody

★ Rate and prosody are sometimes referred to as reading or chunking words in phrases in connected text.

# Fluency Assessment Overview

In the Bader (7th Edition)

★ Four reading passages at each grade level:

- 2 for "E": elementary interest (A and B sets)
- 2 for "S": secondary/adult interest (A and B sets)

★ Complete list of passages and levels on page 29.
★ Student copies in Part 6: Reader's Passages.
★ Use extra student copies to mark errors

Use Fluency Allowable Errors Chart to see how many errors are allowable on each passage.

Handouts needed for assessment

★ Graded Reader's Passages List

★ Reader's Passages

★ Fluency Allowable Errors Chart

★ Scoring Guidelines for Reader's Passages

Organizing Reading Passages
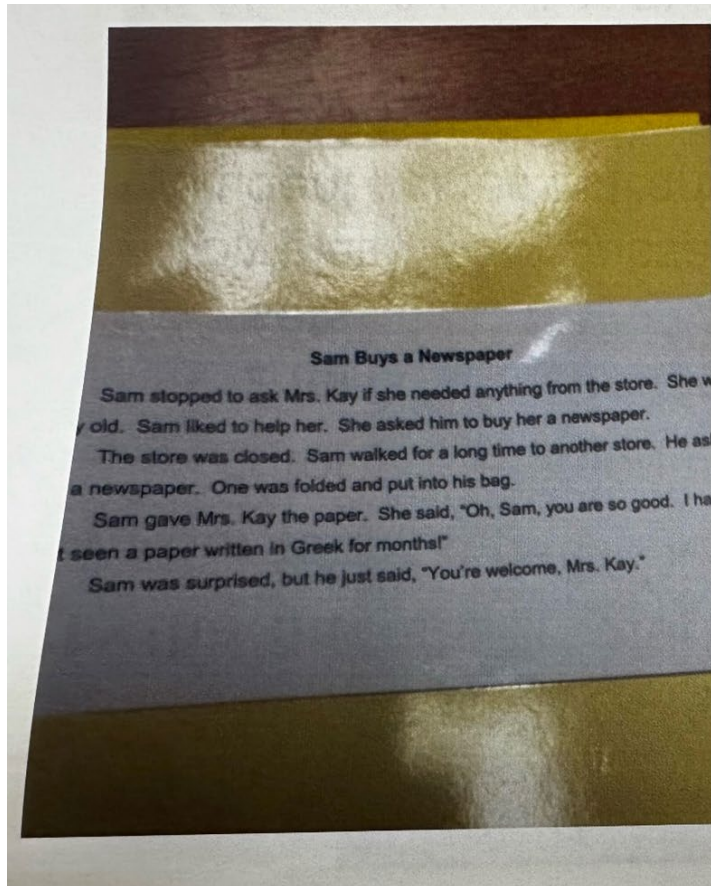
Passage on front
Grade level on back

Let's Get Started…

★ Select one of the Secondary "S" passages:
    A or B at each level

★ Give student a copy to read and examiner a copy to use for marking errors

Note: Same reading passages are used for Comprehension Assessment. Use A set for fluency and B for comprehension or vice versa. Do <u>not</u> use same passages for both assessments.

★ Start at the student's highest level word list read accurately from the <u>word identification assessment.</u>

★ Student's will read passages starting at that level

*You may assist students in pronouncing key words if needed

★ Student will read aloud while examiner marks errors on their copy of the passage

★ See Scoring Guidelines handout to help you look for errors

★ Use Fluency Allowable Errors Chart for number or errors allowed for each passage

The following miscues are considered errors:

★ Substitutions that disrupt meaning

★ Insertions

★ Omissions or partial omissions

★ Words provided by the tester

★ Repetitions

Self corrections are <u>NOT</u> errors

★ For secondary passages to be successful:
  ○ Levels 2-6:   8 or fewer errors
  ○ Levels 7-8: 10 or fewer errors

★ Continue with the next higher or lower passage to find the **highest level** passage the student can read with good accuracy.

★ Decide if student has good rate and prosody on the passage.

★ If the reading was accurate, give the next higher passages in order to find the <u>highest</u> level passage the student is able to read aloud accurately.

★ If the reading was not accurate, go down a level if needed.

What's the Instructional Level for Fluency Accuracy?

★ Find the highest level the student read with good accuracy.

★ Instructional level is **one level higher** than that!

What's the Instructional Level for Fluency Rate & Prosody?

★ On highest level the student read accurately, did student have good rate and prosody?

   ★ If **no**, instructional level for rate and prosody is <u>that level</u>.

   ★ If **yes**, instructional level for rate and prosody is <u>one level higher</u> (same as the accuracy instructional level).

Enter Results on the Diagnostic Reading Assessment Profile

Diagnostic Reading Assessment Profile

Student Name: _____   Testing Date: _____

Tester Name: _____   Site: _____

TABE/CASAS Reading GLE: _____|

Fluency Assessment Record

Passage Grade Level	Accurate? Y/N	Good rate and prosody? Y/N
8		
7		
6		
5		
4		
3		

Enter Results on the Diagnostic Reading Assessment Profile

Instructional Level for Accuracy (record in chart below)
Highest level passage the student read accurately: _____
One level higher is the instructional level for accuracy.

Instructional Level for Rate and Prosody (record in chart below)
On the highest level the student read accurately, did the student have good rate and prosody?
>   If NO, the instructional level is that level.
>   If YES, the instructional level is one level higher (the same as the accuracy instructional level)

Alphabetics Need for Instruction		Fluency Instructional Level		Vocabulary Instructional Level	Comprehension Instructional Level
Basic	**Advanced**	**Accuracy**	**Rate & Prosody**	(the level at which the student no longer knows 4/5 of the words)	(the level at which the student cannot answer at least 75% of the comprehension questions correctly)
Yes No	Yes No	_____	_____	_____	_____

Notes:

Let's Practice

With a partner, practice administering the fluency assessment.

Identify what the instruction levels are for accuracy and rate and prosody.

Handouts Needed for Assessment

★ Graded Reader's Passages List

★ Reader's Passages

★ Fluency Allowable Errors Chart

★ Scoring Guidelines for Reader's Passages

Final Thoughts and Reflection

★ Do you see yourself using this assessment in your classroom?

★ What challenges/problems, if any do you see?

★ Any other comments, questions, thoughts?

★ That completes the Fluency Assessment portion of STAR Training!

★ In the next part of the training, we will learn how to take the data and create appropriate lessons for students.