

READING FLUENCY

Let's Put it in Perspective

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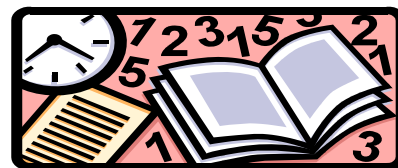
www.jhasbrouck.com



What is Reading Fluency?

“**Accurate** reading at a minimal **rate** with appropriate **prosodic features** and deep **understanding**.”

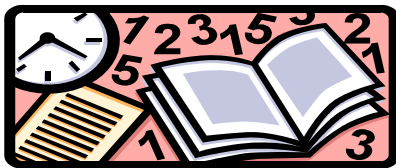
Hudson, Mercer, & Lane (2000), p. 284



What is Reading Fluency?

The ability to read

- quickly
- accurately
- with expression & phrasing



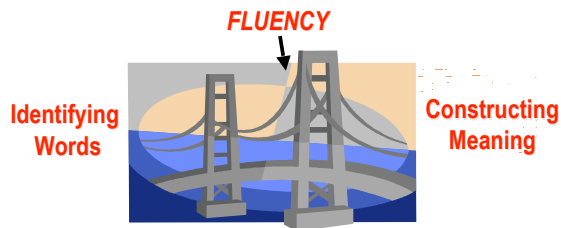
WHY IS FLUENCY SO IMPORTANT?

- Comprehension limited by labored, inefficient reading (*working memory*)
- Lack of fluency = lack of motivation = fewer words read = smaller vocabulary = limited comprehension (*self-perpetuating*)
- “There is no comprehension strategy that compensates for difficulty reading words accurately & fluently.” (*Torgeson, 2003*)

See Pikulski & Chard (2005)

Bridge to Comprehension

Fluency forms the bridge between
word recognition & comprehension



Measuring Prosody

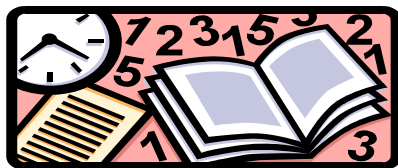
NAEP Reading Fluency Scale

- Level 4** Expressive interpretation
- Level 3** 3-4 word phrase groups
- Level 2** Awkward & unrelated groupings
- Level 1** Word-by-word
National Assessment of Educational Progress

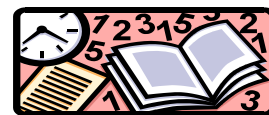
Measuring Accuracy & Rate

the number of words in text read
correctly per **minute** (wcpm)

or...
letters, sounds, words



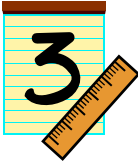
Oral Reading Fluency Norms for Grades 1-8 2005



Hasbrouck & Tindal

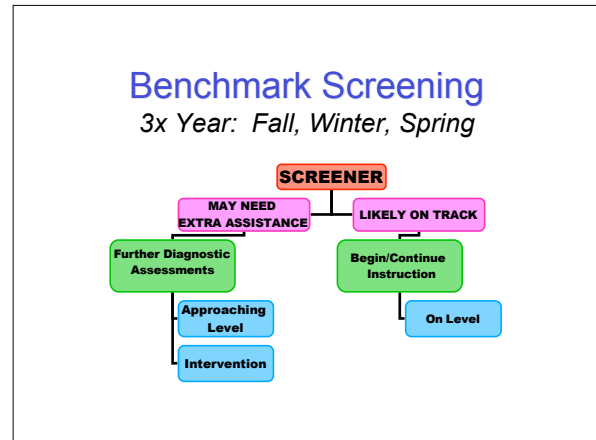
<http://brt.uoregon.edu/> TECHNICAL REPORTS

ORF Norms: A Valuable Assessment Tool for Reading
Teachers (in press) *The Reading Teacher*



3 ROLES FOR ORF NORMS

- #1 **FINDING** students who *may* need intervention assistance in reading
- #2 **DIAGNOSING** fluency problems
- #3 **MONITORING PROGRESS** to determine if reading skills are improving



Benchmark Screening procedures

- (1) Assess using fluency-based assessments using **grade level** materials (*letters, sounds, words, text...*)
- (2) Use benchmark norms to interpret fluency score

Concerns about Screening

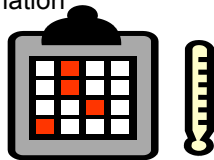
How can a very short measure of a single, isolated reading skill determine proficiency in the highly complex task of reading?

Hamilton & Shinn, 2003

fluency used as a thermometer...

QUICKLY provides information

- Valid (*relevant, useful, & important*)
- Accurate (*reliable*)
- Compared to benchmark



BUT... body temperature only one single indicator of general health or illness:

Normal? 103 degrees?

Fluency-based screening measures provide **one reasonably dependable indicator** of a student's academic "health" or "illness"—not a diagnosis for a treatment plan!

Oral Reading Fluency Correlates Highly with Reading Comprehension

Fuchs, Fuchs, Hosp, & Jenkins, SSR, 2001

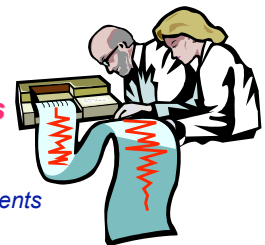
Measure	Validity Coefficients
Oral Recall / Retell	.70
Cloze	.72
Question Answering	.82
Oral Reading Fluency	.91



DIAGNOSING FLUENCY PROBLEMS

- Unpracticed passage(s) at **INSTRUCTIONAL** level (may be combined with IRI)
- Oral reading for 1 minute
- Subtract errors to compute wcpm
- Compare score to benchmark

Progress Monitoring in Reading: 2 Forms

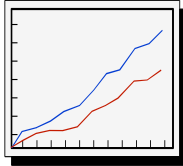


On-Level (Tier I)
 Repeat screening assessments
 3x year

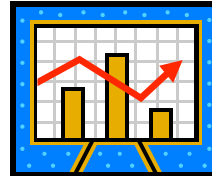
**Supplemental (Tier II)
 Intervention (Tier III)**
 Curriculum-based Measurement (CBM)
 Weekly or 2x month

CBM Monitoring Reading Progress oral reading fluency

- Obtain/develop a set of equivalent probes
- Usually assess at **GOAL** level
- Administered 1:1
- 1 minute oral reading sample
- Score for words correct per minute
- Graph results



CBM Information Sources



National Center
on Student
Progress
Monitoring

<http://www.studentprogress.org/>

Research on Fluency Instruction

- Oral, guided reading practice improves fluency for "typical" students
- Independent practice (*silent reading*) NOT sufficient to improve fluency



a word of caution...

- Fluency is *necessary* but not *sufficient* for reading comprehension & motivation
- Some students are *fluent enough!*
- There is never enough instructional time for developing our students' vocabulary & comprehension strategies