

TPRI newsletter

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Using TPRI Fluency Equating Tables

Assessing fluency progress is tricky. On the TPRI, students typically read two stories each time the TPRI is administered (at BOY, MOY and EOY). The difficulty of the stories ranges from less challenging to more challenging. When students receive multiple fluency scores, and read stories of varying difficulty, it can be hard to tell if students are improving from one time point to the next. Fluency Equating Tables equate fluency performance on any story with the hardest EOY story for the grade level. With equated scores, teachers can reflect on fluency without concern for which story was read, how many TPRI stories were read, or how difficult the stories were. Consider the Grade 2 example below of Michael's actual scores compared with his equated scores:

ACTUAL Fluency Scores (Raw Scores)	
BOY	MOY
Story 1—74 WCPM Story 2—70 WCPM BOY Avg: 72 WCPM	Story 3—81 WCPM Story 4—74 WCPM MOY Avg: 77.5 WCPM

With Michael's **ACTUAL** scores, it's hard to tell if he is improving enough to meet the end-of-year goal of 90 words correct per minute (WCPM). Michael is making progress though, and reading 77 WCPM is pretty good for 2nd grade at MOY.

EQUATED Fluency Scores	
BOY	MOY
Story 1—60.0 WCPM Story 2—58.3 WCPM Equated Avg: 59.2 WCPM	Story 3—66.9 WCPM Story 4—68.4 WCPM Equated Avg: 67.6 WCPM

However, when we use the Grade 2 Equating Table to determine Michael's **EQUATED** scores, we find that his scores aren't as strong as we thought. Our sense of comfort is replaced by a feeling of concern about Michael's progress.

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TPRI Tips

Expert Advice for Scoring and Administration

Calculating Fluency Rates

When you calculate fluency rates, it is easy to make mistakes. On the TPRI, fluency rate is measured as words-correct-per-minute (WCPM).

To ensure the accuracy of students' scores, use the boxes on the Student Record Sheet to follow these steps:

- Step 1:** Count all of the errors the student made while reading.
- Step 2:** Convert the time on the stopwatch to total seconds. For example, if it took a student 2 minutes to read the story, for time you'd enter 120 seconds.
- Step 3:** Subtract the number of errors made from the total number of words in the story. This will give you the number of words the student read correctly.
- Step 4:** Divide the number of words read correctly by the total number of seconds it took the student to read.
- Step 5:** Multiply the number from Step 4 by 60. Your result is the student's WCPM!

Also, remember that to measure comprehension accurately, you need to proceed to the questions immediately. So, wait to calculate the fluency rate until you are not with a student.

Did you know?

Did you know TPRI has Automated Class Summary Sheets that provide equated fluency scores automatically?

The K-3 TPRI Automated Class Summary Sheets help teachers analyze TPRI results. As teachers enter actual fluency scores, the sheets instantly determine the equated scores, and calculate average equated fluency scores. The sheets also provide a range of detailed graphs, and class totals and percentages for all tasks. To download Automated Class Summary Sheets, please go to: <http://tpri.org/resources/ACSS.html>.



Using TPRI Fluency Equating Tables, continued

	ACTUAL	BOY		MOY	
	Student's Actual WCPM Score (Raw Score)	Story 1 <i>Rosa's New Friend</i>	Story 2 <i>Skateboard!</i>	Story 3 <i>Spring Break</i>	Story 4 <i>Meat-Eating Plants</i>
		Equated WCPM	Equated WCPM	Equated WCPM	Equated WCPM
Story 2	70	56.6	58.3	57.5	63.4
	71	58.3	58.8	58.6	65.1
	72	59.2	59.1	59.1	66.4
	73	59.5	59.4	59.5	66.9
Stories 1 & 4	74	60.0	60.3	59.9	68.4
	75	60.7	61.5	60.5	69.3
	76	61.3	62.1	61.2	69.5
	77	61.9	62.6	61.8	69.8
	78	63.3	63.0	63.5	69.9
	79	64.1	63.5	64.7	69.9
Story 3	80	65.2	64.1	65.8	70.0
	81	66.2	65.8	66.9	71.6

With the Grade 2 Equating Table, we use Michael's actual scores to determine the equated scores.

At the beginning of the year, Michael's fluency rate was on target. He was reading almost 60 WCPM. Michael's equated fluency scores show that he improved about 8 WCPM in the first half

of the year. 68 WCPM in February, is far from the end of year goal of 90 WCPM.

Equated scores help to show difficulties that might be missed by looking just at actual scores. To make instructional decisions using an equated TPRI fluency score, identify the equated fluency score for each story, then use these two equated scores to calculate the average equated fluency score.

For more information on TPRI Fluency Equating go to: <http://tpri.org/resources/fluency-equating-tables.html>.

Teacher to Teacher

Becky Beegle from the Children's Learning Institute, a classroom teaching veteran of 25 years, developed a great training for helping other teachers improve fluency instruction. Some of the resources she recommends using are Letter Naming/Sound charts, High-Frequency Word charts and High-Frequency Phrase charts. Experts in the field agree that a limited amount of rapid letter naming or word reading practice is beneficial for students who are working to improve fluency. To access the Fluency Charts developed by the Children's Learning Institute, please click on this link: http://tpri.uth.tmc.edu/download/High_Frequency_Fluency_Practice.pdf. Be careful to print just the pages you want. The document is over 40 pages long!

We'd love to hear from you! Please email your suggestions to tpri@uth.tmc.edu. Your idea might be featured in an upcoming TPRI newsletter!

Check it Out!

TPRI is offering Fluency Equating training online, facilitated by the TPRI development team. We've scheduled two **FREE** sessions! Register soon as space is limited. To register, email us at tpri@uth.tmc.edu. Include your name and contact information, and let us know which session you would like to attend.

Session A—Monday, February 13, 1:00 – 2:00 p.m.

Session B—Thursday, February 23, 10:00 – 11:00 a.m.

We will send you a confirmation email with your registration number (if space is still available), and information about how to access your online training session.



Q&A

Why do we measure fluency rates?

The ability to read fluently is important primarily because fluency is closely tied to comprehension.

However, we measure student fluency rates on TPRI for other reasons as well.

Fluency growth suggests that students are learning to recognize more words automatically, and decode words more quickly. Furthermore, fluency growth is important for vocabulary development.

We also determine fluency rates because they are relatively quick and easy to measure, and they provide insight into whether students are making reading progress.

The TPRI measures fluency in terms of rate, based on the number of words read correctly per minute (WCPM). When considering instruction and whether our students read fluently, it's important to remember that fluency is much more than just a WCPM score.

Fluency consists of 3 characteristics:

- Accuracy (decoding text correctly)
- Rate (the number of words read correctly per minute)
- Prosody (reading with intonation, expression and attention to punctuation)

**Accuracy + Rate + Prosody
= Fluency**

When helping students to improve their fluency, we should avoid encouraging them to think that reading is a race. Improving as a reader is not about reading faster. It is always preferable to read expressively, and at a rate that supports strong comprehension.