

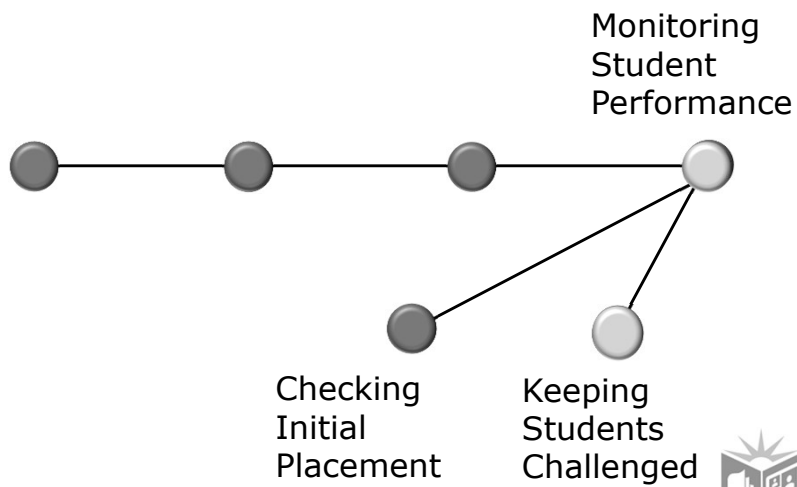
Read Naturally Live

Monitoring Student Progress: Keeping Students Challenged



Monitoring Student Performance

Teacher Responsibilities



Monitoring Student Performance

Use student data to:

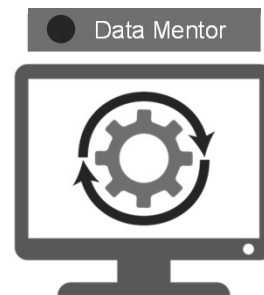
- Check the student's initial placement after three stories.
- ▪ Keep the student challenged over time.



Monitoring Student Performance

Data Mentor:

- Monitors students' performance
 - Checking Initial Placement
 - - Keeping Students Challenged
- Provides suggestions to the teacher to improve implementation



Report period: 2024/09/18 to 2024/10/25

Current Lead Teacher: J Murray

School: Springfield School

Current Grade			Series/Level			Fluency					Comprehension		Phonics
	Student	Current Homeroom	Series/Level	Date Level started	Stories passed	Cold timing (first 3/last 3)	Goal (first/last)	Hot timing (first 3/last 3)	Expression (first 3/last 3)	Practices (first 3/last 3)	Quiz % correct (first 3/last 3)	Words in Retail (first 3/last 3)	Seconds to read word list (first 3/last 3)
3	Her, Lee	Murray, J.	Seq/2.5	2024/09/18	12	41 / 48	70 / 70	74 / 80	2 / 3	6 / 5	87 / 93	13 / 24	/
						/	/	/	/	/	/	/	/
						/	/	/	/	/	/	/	/
						/	/	/	/	/	/	/	/
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						/	/	/	/	/	/	/	/
						/	/	/	/	/	/	/	/
						/	/	/	/	/	/	/	/

* Teacher was not present for one or more of the cold timings used to calculate the first 3 or last 3 cold timing score.

Monitoring Student Performance

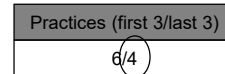
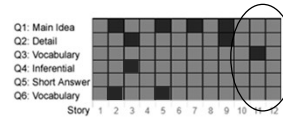
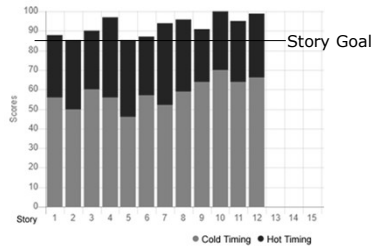
Indicators for Increasing Challenge

Consider making a change if a student meets **two or more** of these indicators.

- Average scores show improvement:
 - Average cold-timing score improves
 - Average hot-timing score improves
 - Average quiz score improves
- Average hot-timing score exceeds the story goal by ten or more
- Average number of practices decreases
- Student behavior changes

Indicators for Increasing Challenge

- ↑ ▪ Average **cold-timing** score improves
- ↑ ▪ Average **hot-timing** score improves
- ↑ ▪ Average **hot-timing** score exceeds the story **goal** by ten or more
- ↑ ▪ Average **quiz** score improves
- ↓ ▪ Average number of **practices** decreases



When Increasing Challenge



- Raise only one element at a time.
- After 12 stories, typically raise the story goal.
- After 24 stories, typically raise the level.
- Consider the long-term fluency benchmark goal.

Long-Term Fluency Benchmark Goal

The student is able to read:

- unpracticed, grade-level passages
- at, near, or above the 50th percentile on national norms.



Long-Term Fluency Benchmark Goal

50th Percentile Oral Reading Fluency Norms

Grade	Fall WCPM*	Winter WCPM	Spring WCPM
1	--	29	60
2	50	84	100
3	83	97	112
4	94	120	133
5	121	133	146
6	132	145	146

Hasbrouck, J., & Tindal, G. A. (2017)

*WCPM = words correct per minute

Does Lee Need More Challenge?



Ask:

- Average **cold-timing** score improved?
- Average **hot-timing** score improved?
- Average **hot-timing** score exceeded the **goal** by ten or more?
- Average **quiz** score improved?
- Average number of **practices** decreased?

Considerations for Raising Story Goal or Level

- How many **stories** have been completed?
 - 12? (Halfway through the level)
 - 24? (Completed the level)
- What is the student's **long-term** benchmark fluency goal?
 - Unpracticed grade level material
- Is the student **closer** to meeting the long-term benchmark **rate or level**?



Should we raise Lee's story goal or level?



Ask:

- Completed 12 or 24 **stories** in the level? 
- **Long-term** benchmark fluency goal? 
- **Closer** to meeting the long-term benchmark **rate or level**? 

Guidelines for Raising Story Goal or Level

- Raise the **goal** by 10 words.
- Raise the **level** by half a year (rarely by a whole year).
- **Discuss** the change with the student.



What is Lee's new story goal?



Previous goal: 70

New goal:

Data Mentor



The screenshot shows the Data Mentor interface for a student named Lee Her. The top navigation bar includes a menu icon, the student's name, and options for Level, Goal, Teacher, and Log Out. The main content area is titled 'Ancient Art' and shows a progress bar with steps: Key Words, Prediction, Cold Timing, Read Along, Practice, Quiz, Retell, and Pass. The 'Data Mentor' tab is selected. Below the tab, there is a section titled 'Data Mentor' with a description of its function. A notification box states: 'Change story goal from 70 to 80'. An arrow points to an 'Accept' button below the notification. The bottom of the interface shows a footer with a help icon, 'ESP', 'Teacher Present', and a 'Next' button.



Completed Stories

Lee Her Level | Goal Teacher Log Out

Lee, you've completed this set of stories! 12 Stories read! Sequenced 2.5 | 80 wcpm

Passed Splitting Cobra	Passed The Feast of Firewalking	Passed Walt Disney	Passed Fantastic Flyers	Passed Scuba Diving	Passed Jackfruit
Passed The Laughing Hyena	Passed Dedicated Doctor	Passed Interesting Orchids	Passed Stingray	Passed A Mexican Tradition	Passed Ancient Art

ESP Stories 1-12: 12 Complete Stories 13-24: 0 Complete Next



Select a Story

Lee Her Level | Goal Teacher Log Out

Select a Story 12 Stories read! Sequenced 2.5 | 80 wcpm

Babe Ruth	Paul Bunyan	Komodo Dragon	Tiny but Tough	Mammoth Site	Playing Guitars
The Flute	Pelé	The Brain	Cuckoo Birds	Meat-Eating Plant	The Gentle Shark

ESP Stories 1-12: 12 Complete Stories 13-24: 0 Complete

Is Lee ready to exit Read Naturally Live?



- **Benchmark Assessment Data**
Fall: 36 wcpm
Winter: 65 wcpm
Spring: 85 wcpm
- **Read Naturally Live Data**
Spring level: 3.5
Average cold timing: 80 wcpm
Average hot timing: 114 wcpm

50th %ile Oral Reading Fluency Norms

Grade	Fall WCPM	Winter WCPM	Spring WCPM
3	83	97	112

Troubleshooting Student Performance

- Require students to complete steps correctly.
- Make a program adjustment.
- Apply classroom management.
- Provide supplementary instruction.
- Adjust the story goal or the level.



Monitoring Student Performance

Do these students need more challenge?
What should we change?



Jeff



John



Janelle

Read Naturally Live

Students At-a-Glance

Report date: 2024/10/25

Report period: 2024/09/18 to 2024/10/25

Current Lead Teacher: J Murray

School: Springfield School

Current Grade	Student	Current Homeroom	Series/Level			Fluency					Comprehension		Phonics
			Series/Level	Date Level started	Stories passed	Cold timing (first 3/last 3)	Goal (first/last)	Hot timing (first 3/last 3)	Expression (first 3/last 3)	Practices (first 3/last 3)	Quiz % correct (first 3/last 3)	Words in Retell (first 3/last 3)	Seconds to read word list (first 3/last 3)
3	Her, Lee	Murray, J.	Seq/2.5	2024/09/18	12	41 / 48	70/70	74/80	2/3	6/5	87 / 93	13 / 24	/
3	Smith, Jeff	Goss, H.	Seq/3.0	2024/09/18	12	61* / 61*	90/90	93/97	3/3	6/3	67 / 83	12 / 20	/
4	Stack, Janelle	Brown, P.	Seq/2.5	2024/09/18	12	46 / 67	75/85	78 / 95	2/3	6/3	80 / 100	15 / 24	/
6	Anderson, John	Franks, J.	Seq/5.0	2024/09/18	12	103 / 104	140/140	141 / 144	2/2	6/6	76 / 81	18 / 29	/
						/	/	/	/	/	/	/	/
						/	/	/	/	/	/	/	/
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						/	/	/	/	/	/	/	/

* Teacher was not present for one or more of the cold timings used to calculate the first 3 or last 3 cold timing score.

References for Analyzing Data

Initial Placement Ranges

Placement Testing Level	Placement Range (wcpm)
1.0 to 3.0	30 to 60 wcpm
3.5 to 5.0	60 to 80 wcpm
5.6 to 7.0	80 to 100 wcpm
8.0	100 to 140 wcpm

Setting the Goal

Use Read Naturally Live placement-test student scores

Grades 4 and below	Score (wcpm) + 30 = goal
Grades 5 and above	Score (wcpm) + 40 = goal

Read Naturally Live Series and Level Options

Reading Level	Sequenced	Phonics*	Idioms
1.0	1.0	0.8	
1.5	1.5	1.3	
2.0	2.0	1.8	
2.5	2.5	2.3	
3.0	3.0	2.6 2.7	3.0
3.5	3.5		3.5
4.0	4.0		4.0
4.5	4.5		4.5
5.0	5.0		
5.6	5.6		
6.0	6.0		
7.0	7.0		
8.0	8.0		

*Phonics Content by Level

0.8	short vowels
1.3	long vowels
1.8	blends/ digraphs
2.3	r-controlled & other letter combinations
2.6	short vowels (one- & two- syllable words)
2.7	long vowels (one- & two- syllable words)

Curriculum-Based Norms

50th Percentile Oral Reading Fluency Norms

Grade	Fall WCPM*	Winter WCPM	Spring WCPM
1	--	29	60
2	50	84	100
3	83	97	112
4	94	120	133
5	121	133	146
6**	132	145	146

Hasbrouck, J., & Tindal, G. A. (2017)

*WCPM = words correct per minute

**Previous research indicates that WCPM at the 50th percentile in sixth grade and above remain about the same, so you can compare sixth-grade norms for an older student as well.

Does Jeff need more challenge?



Jeff
3rd Grade

Ask:

- Average **cold-timing** score improved?
- Average **hot-timing** score improved?
- Average **hot-timing** score exceeded the **goal** by ten or more?
- Average **quiz** score improved?
- Average number of **practices** decreased?

Note: Self-times for cold timing. Has a positive attitude and works well.

Should we raise Jeff's story goal or level?



Jeff
3rd Grade

Ask:

- Completed 12 or 24 **stories** in the level? 
- **Long-term** benchmark fluency goal? 
- **Closer** to meeting the long-term benchmark **rate or level**? 

Note: Self-times for cold timing. Has a positive attitude and works well.

What is Jeff's new story goal?



Jeff
3rd Grade

Previous goal: 90

New goal:

What is Jeff's new story goal?



Jeff
3rd Grade

The screenshot shows the Data Mentor interface for a student named Jeff Smith. The interface includes a navigation bar with options like Key Words, Prediction, Cold Timing, Read Along, Practice, Quiz, Retest, and Pass. Below this, there's a section for 'Pass / Review Work' with tabs for Story Details, Fluency, Comprehension, Retell, and Data Mentor. The Data Mentor section displays a message: 'Data Mentor does not provide suggestions if the teacher is not present at the Cold Timing step or if the Quiz step is turned off.' The interface also shows a 'Level | Goal' dropdown and a 'Teacher' profile icon.

Jeff Smith Level | Goal Teacher Log Out

Sloth

Key Words Prediction Cold Timing Read Along Practice Quiz Retest Pass

Pass / Review Work Story Details Fluency Comprehension Retell Data Mentor

Data Mentor

Data Mentor analyzes recent student performance, suggests possible actions, and reports potential areas of concern. Use your knowledge of this student to determine which, if any, actions to take. Learn more about Data Mentor.

This student is on story 12 of 24 in Sequenced level 3.0 with a Story Goal of 90 wcpm. Show Level Summary Report for this student.

Suggestions/Notifications based on recent performance

Data Mentor does not provide suggestions if the teacher is not present at the Cold Timing step or if the Quiz step is turned off.

ESP Teacher Present

What if Jeff is in eighth grade?

Series/Level		Stories passed	Fluency					Comprehension		Phonics
Series/Level	Date Level started		Cold timing (first 3/last 3)	Goal (first/last)	Hot timing (first 3/last 3)	Expression (first 3/last 3)	Practices (first 3/last 3)	Quiz % correct (first 3/last 3)	Words in Retell (first 3/last 3)	Seconds to read word list (first 3/last 3)
Seq/3.0	2024/09/18	12	61*/61*	90/90	93/97	3/3	6/3	67/83	12/20	/



Jeff
8th Grade

Current:

Level: 3.0 Goal: 90

Does John need more challenge?



John
6th Grade

Ask:

- Average **cold-timing** score improved?
- Average **hot-timing** score improved?
- Average **hot-timing** score exceeded the **goal** by ten or more?
- Average **quiz** score improved?
- Average number of **practices** decreased?

Note: Often makes too many errors to pass on first attempt.

Should we raise John's story goal or level?



John
6th Grade

Current

Level: 5.0

Goal: 140

Note: Often makes too many errors to pass on first attempt.

Should we raise John's story goal or level?



John
6th Grade

The screenshot shows the Data Mentor interface for a student named John Anderson. The top navigation bar includes a menu icon, the student's name, and links for Level, Goal, Teacher, and Log Out. Below the navigation bar, there are tabs for Key Words, Prediction, Cold Timing, Read Along, Practice, Quiz, Retell, and Pass. The main content area is titled 'Discovering the Okapi' and shows a 'Pass / Review Work' section. The 'Data Mentor' tab is selected, displaying a message that Data Mentor analyzes recent student performance and suggests possible actions. It states that the student is on story 12 of 24 in Sequenced level 5.0 with a Story Goal of 140 wcpm. A section titled 'Suggestions/Notifications based on recent performance' shows a message: 'Data Mentor does not have any suggestions at this time.' The bottom of the interface includes a footer with a speaker icon, 'ESP', 'Teacher Present', a star icon, and a 'Next' button.

What if John has **low quiz** scores?

Series/Level		Stories passed	Fluency					Comprehension		Phonics
Series/Level	Date Level started		Cold timing (first 3/last 3)	Goal (first/last)	Hot timing (first 3/last 3)	Expression (first 3/last 3)	Practices (first 3/last 3)	Quiz % correct (first 3/last 3)	Words in Retell (first 3/last 3)	Seconds to read word list (first 3/last 3)
Seq/5.0	2024/09/18	12	103 / 104	140/140	141 / 144	2 / 2	6 / 6	62 / 67	18 / 29	/



John
6th Grade

Current

Level: 5.0 Goal: 140

New

Level: Goal:

Does Janelle need more challenge?



Janelle
4th Grade

Ask:

- Average **cold-timing** score improved?
- Average **hot-timing** score improved?
- Average **hot-timing** score exceeded the **goal** by ten or more?
- Average **quiz** score improved?
- Average number of **practices** decreased?

Note: Teacher present for cold timings. Goal was raised from 75 to 85. Showing signs of boredom.

Should we raise Janelle's story goal or level?



Janelle
4th Grade

Ask:

- Completed 12 or 24 **stories** in the level? 
- **Long-term** benchmark fluency goal? 
- **Closer** to meeting the long-term benchmark **rate or level**? 

Note: Teacher present for cold timings. Goal was raised from 75 to 85. Showing signs of boredom.

What is Janelle's new level?



Janelle
4th Grade

Previous level: 2.5

New level:

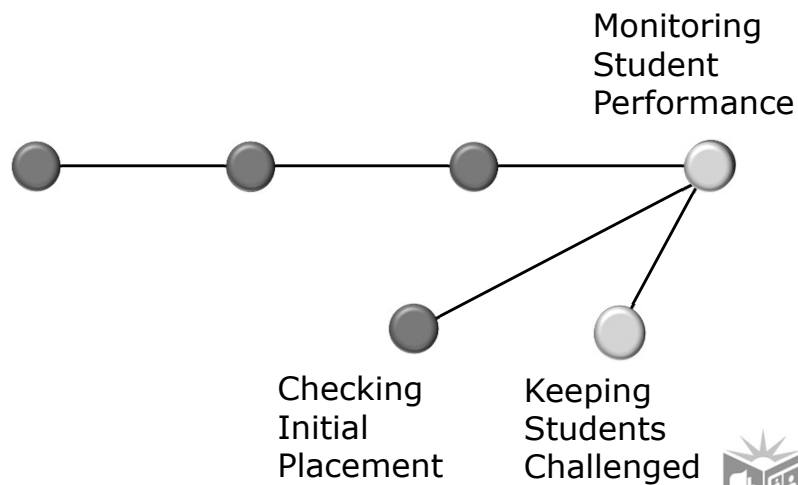
What is Janelle's new level?



Janelle
4th Grade

The screenshot shows the 'Janelle Stack' interface. At the top, there's a navigation bar with 'Level | Goal', an Apple logo, 'Teacher', and 'Log Out'. Below this is a section titled 'Ancient Art' with tabs for 'Key Words', 'Prediction', 'Cold Timing', 'Read Along', 'Practice', 'Quiz', 'Retell', and 'Pass'. The 'Pass / Review Work' section is active, showing 'Story Details', 'Fluency', 'Comprehension', 'Retell', and 'Data Mentor'. The 'Data Mentor' section contains text about analyzing student performance and a recommendation: 'Change the level from 2.5 to 3.0'. An 'Explanation' box states: 'A cold-timing average above the range for this level with a satisfactory quiz average indicates a more difficult level of material is needed.' At the bottom, there's a 'Teacher Present' indicator and a 'Next' button.

Teacher Responsibilities





Read Live HELP Resources

The Read Live Help page is designed to help Read Live users be successful. The main section includes how-to videos that guide you through important steps for setting up Read Live and working with students in Read Naturally Live, Word Warm-ups Live, One Minute Reader Live, and Read Naturally Live—Español. Additional resources, job aids, webinar recordings, and other training options can also be found here.

Get started quickly!
Book a time below with one of our Read Live experts for a personalized walkthrough. *Note: if you are new to Read Live and would like to book a demo, [click here](#).*

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Questions?



Answer Key: Monitoring Performance

The following problems provide practice in monitoring student performance. The problems begin with a short narrative about the students, and then important data are listed. The data represent averages of students' scores.

As you work through these problems, realize that the answers we provide are based largely on the student's data. When working with your students on changing goals and levels, you may consider many additional factors, such as the student's maturity, vocabulary level, ELL status, temperament, interest level, time of year, etc., so you can inform the data with your knowledge of the student.

Monitoring Jeff

Jeff is in level 3.0 and has a goal of 90 words correct per minute. He has completed the first set of 12 stories. Jeff self-times for the cold timing. Jeff has a positive attitude and is working well.

Solutions

Scenario 1, Grade 3

- Level: 3.0
- Goal: 100

Though Jeff's average cold-timing score has remained the same, his average hot-timing score exceeds the goal. He practices only three times to pass, and his comprehension is good, so changing his level or goal would be appropriate. His long-term goal is to read unpracticed, third-grade reading material at 112 words correct per minute.

Since Jeff is doing the cold timing independently, the average cold-timing score may not be accurate. Consequently, we can use Jeff's average hot-timing score instead to get an indication of his progress toward his long-term fluency goal. However, we must keep in mind that the hot-timing score is the result of multiple practices.

- Jeff is reading in level 3.0, so he is working close to grade level.
- His average hot-timing score is 97 wcpm, so he is more than 10 words below his long-term fluency benchmark goal, even after practicing multiple times.

So, for Jeff as a third-grade student, it would be best to raise his goal by 10 to 100 and leave his level the same.

Scenario 1: As a Third-Grade Student

Score Type	Average of First 3 Stories	Average of Last 3 Stories
Cold-timing score	61	61 (self-timed)
Hot-timing score	93	97
Practices	6	3
Quiz score	67%	83%

Scenario 2, Grade 8

- Level: 3.5
- Goal: 90

If Jeff is an eighth grader, his long-term goal would be to read unpracticed, eighth-grade reading material at 146 words correct per minute. As stated above, Jeff is doing the cold timing independently, so the average cold-timing score may not be accurate. Consequently, we can use Jeff's average hot-timing score instead to get an indication of his progress toward his long-term fluency goal. However, we must keep in mind that the hot-timing score is the result of multiple practices.

- Jeff is working in level 3.0, so he is reading five years below grade level.
- His average hot-timing score is 97 wcpm, so he is about 50 words below his long-term fluency benchmark goal, even after practicing multiple times.

Obviously, both Jeff's reading rate and level need to increase significantly. So you need to take Jeff's age and interest level into consideration. Though the goal is low for an eighth-grade student, the content is likely too simple. Consequently, raise his level to 3.5, but leave his goal the same. However, the next time you see signs of improvement, you'd probably raise his goal by 10.

Scenario 2: As an Eighth-Grade Student

Score Type	Average of First 3 Stories	Average of Last 3 Stories
Cold-timing score	61	61 (self-timed)
Hot-timing score	93	97
Practices	6	3
Quiz score	67%	83%

Monitoring John

John, a sixth-grader, has completed 12 stories in level 5.0 with a goal of 140 words correct per minute. Often, he makes too many errors to pass on his first attempt.

Solutions

Scenario 1, Average quiz score = 81%

- Level: 5.0
- Goal: Unchanged; coach John to read like he talks.

Though John's average cold-timing score, number of practices, and quiz score are fine, John makes too many errors during his hot timing to pass on the first attempt. Some students tend to race during the timing and make careless mistakes. If this is the case, remind John to "read like he's talking," and, whenever he reads too fast, stop the timing and make him start again. If he continues to race, tell him that he is risking losing the privilege of timed practices or risking having his goal lowered. If a warning doesn't work, follow through by taking away the timer or lowering his goal.

Scenario 2, Average quiz score = 67%

- Level: 4.5
- Goal: 140

If John's average quiz score was low, it might indicate that the vocabulary is too difficult for him, which could be the reason for the high number of errors. If this is the case, lower the level to 4.5 but keep the goal the same.

Scenario 1: Appropriate Quiz Scores

Score Type	Average of First 3 Stories	Average of Last 3 Stories
Cold-timing score	103	104 (self-timed)
Hot-timing score	141	144
Practices	6	6
Quiz score	76%	81%

Scenario 2: Low Quiz Scores

Score Type	Average of First 3 Stories	Average of Last 3 Stories
Cold-timing score	103	104 (self-timed)
Hot-timing score	141	144
Practices	6	6
Quiz score	62%	67%

Monitoring Janelle

Janelle is a fourth grader who has completed 12 stories in level 2.5. Her goal was raised to 85 words correct per minute. She’s beginning to show signs of boredom.

Solution

- Level: 3.0
- Goal: 85

Janelle’s reports show that she has been working in level 2.5, and her goal has been raised to 85. Her average cold-timing score has improved dramatically, her average hot-timing score is 10 greater than her goal, and she practices only three times to pass. She is beginning to show signs of boredom.

Janelle’s average quiz score is excellent, so you could change either the goal or the level. Janelle’s long-term goal is to read unpracticed, fourth-grade reading material at 133 words correct per minute.

- Janelle is working in level 2.5, so she is reading at least two years below grade level.
- Her average cold-timing score is 67 wcpm—66 words below her long-term fluency benchmark goal for fourth grade.

Obviously, both Janelle’s reading rate and level need to increase significantly. Since she’s only working in level 2.5 and her goal was recently raised, you would probably change her level. So raise her level to 3.0, and leave her goal at 85.

Scenario 1: Appropriate Quiz Scores

Score Type	Average of First 3 Stories	Average of Last 3 Stories
Cold-timing score	46	67 (teacher present)
Hot-timing score	78	95
Practices	6	3
Quiz score	80%	100%