Read Naturally Live

Monitoring Student Progress:
Keeping Students Challenged
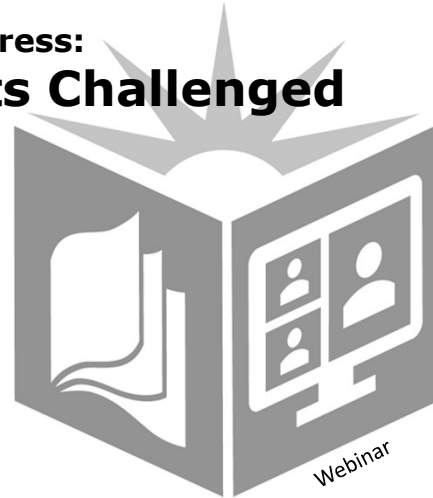
Webinar

Teacher Responsibilities

Monitoring Student Performance

Checking Initial Placement

Keeping Students Challenged

Webinar
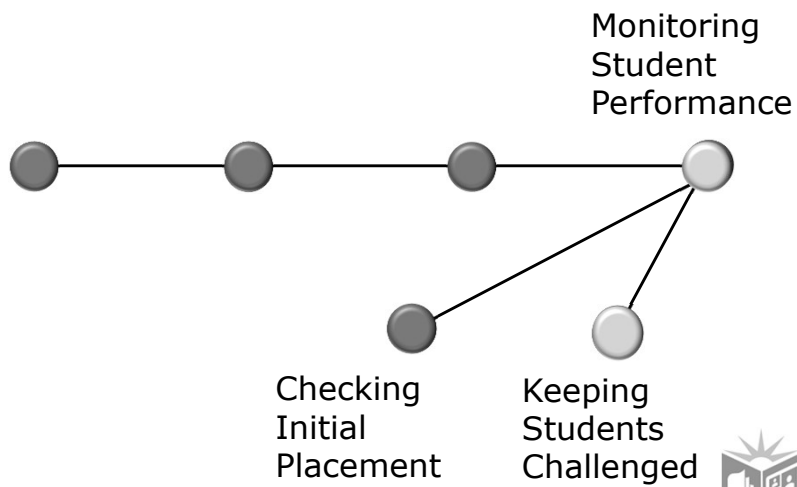
Keeping Students Challenged

Read Naturally Live Data for Lee: 12 stories completed

Read Naturally Live
Students At-a-Glance

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

Current Lead Teacher: J Murray
School: Springfield School

| Current Grade	Student	Current Homeroom	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)
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	/

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

Practices (first 3/last 3)

6/4
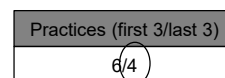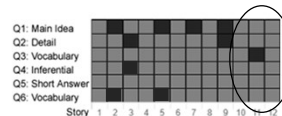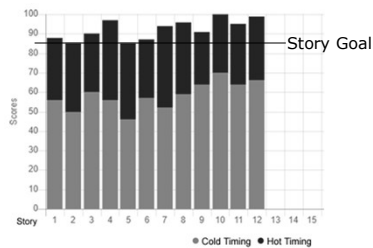
When Increasing Challenge

- 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:

- <u>unpracticed</u>, <u>grade-level</u> passages
- at, near, or above the <u>50th percentile</u> 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.

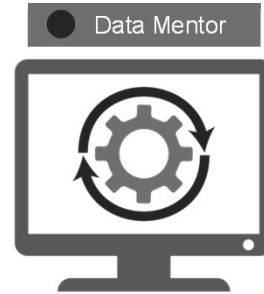---

What is Lee's new story goal?

Previous goal: 70

New goal:

Monitoring Student Performance

Data Mentor:
- Monitors students' performance
- Provides suggestions to the teacher to improve implementation

Data Mentor

Lee Her — Level | Goal — Teacher — Log Out

Ancient Art — Key Words — Prediction — Cold Timing — Read Along — Practice — Quiz — Retell — Pass

Pass / Review Work — Story Details — Fluency — Comprehension — Retell — Data Mentor — Eng Esp

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 2.5 with a Story Goal of 70 wcpm. Show Level Summary Report for this student.

Suggestions/Notifications based on recent performance

Change story goal from 70 to 80

Explanation
The current goal is below the target range and may need an adjustment.

more...

Accept

? ¿ESP Teacher Present — Next

Data Mentor

Data Mentor

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.

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

Jeff   John   Janelle

Data for Lee, Jeff, John, Janelle

Report date: 2024/10/25

Read Naturally Live
Students At-a-Glance

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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	45 / 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	/

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

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)

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

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 if Jeff is in eighth grade?

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)
Seq/3.0	9/18/2019	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.

What if John has low quiz scores?

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)
Seq/5.0	9/18/2019	12	103 / 104	140/140	141 / 144	2 / 2	6 / 6	62 / 67	18 / 29	/

Current

Level: **5.0**   Goal: **140**

Lower his level

New	
Level:	Goal:

John
6th Grade

Does Janelle 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?

Janelle
4th Grade

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:

Teacher Responsibilities

Monitoring Student Performance

Checking Initial Placement

Keeping Students Challenged

Webinar
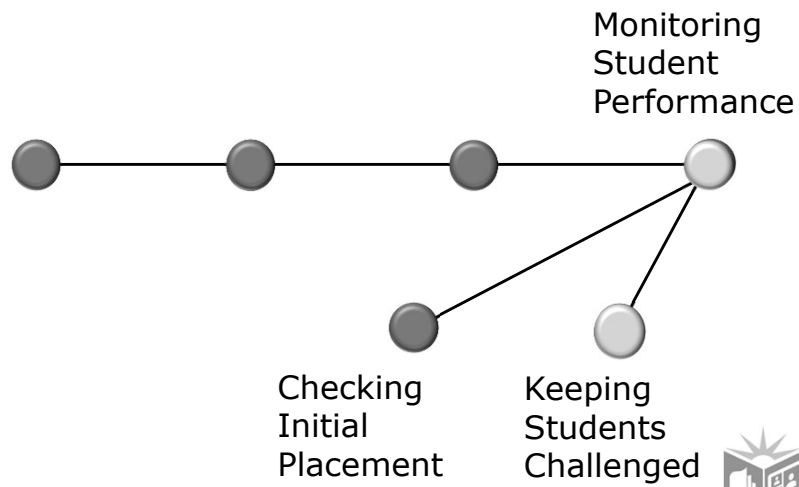
Questions?

ReadNaturally®

phone: 800.788.4085
email: info@readnaturally.com
website: readnaturally.com

Webinar

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.

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%

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 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 a 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%

Keeping Students Challenged
Webinar Handout

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 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, 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 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.

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%

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.

Group: _____   Date: _____

Read Naturally Live Fidelity Checklists

Use the Observation Checklist to monitor the set-up and implementation of Read Naturally Live. Use the Follow-Up Questions Checklist to refine the implementation of the program to ensure maximum progress for each student. You can use these checklists as a self-review of your own implementation or use them as an observer to provide a starting point for conversation and coaching with another teacher. For detailed information about setting up and effectively implementing a program, see the *Read Live User Guide*. These fidelity checklists can also be used to review your implementation of Read Naturally Live—Español.

Read Naturally Live Observation Checklist: What Should I See?

Observe a group of students using Read Naturally Live and check each item below that is implemented correctly.

Planning and Setting Up

❐ Setting promotes students' engagement for entire session (location, room arrangement).

❐ Session length is 30–45 minutes.

❐ Students attend 3–5 sessions per week.

❐ Student-to-teacher ratio is no more than eight students per adult.

Implementing the Steps (Observe individual students.)

❐ Select a Story step: The student selects a story from the set.

❐ Key Words step: The student clicks each key word and listens to or reads along quietly with the audio.

❐ Prediction step: The student types a prediction about the story.

❐ Cold Timing step: The student plays Wordtastic while waiting for a teacher or independently conducts a cold timing. During the cold timing, the student should always click his or her own errors, and if a teacher is present, the teacher should coach the student on identifying errors.

❐ Read Along step: The student reads the story, vocalizing quietly along with the audio.

❐ Practice step: The student practices reading the story aloud quietly until he or she reaches his or her goal and completes the required number of practices.

❐ Quiz step: The student answers the comprehension questions presented.

❐ Retell/Word List step: In the Sequenced and Idioms series, the student retells the story. In the Phonics series, the student practices reading a word list until he or she reaches a predetermined goal and completes the required number of practices.

❐ Pass step: The student practices the story and plays Wordtastic while waiting for a teacher. When a teacher is available, the student completes the hot timing, and then the teacher evaluates the student's work from the Quiz and Retell/Word List steps. The teacher reviews the work completed on the story with the student. If necessary, the teacher assigns remedial actions.

Student Behavior

❐ Students confidently follow the steps.

❐ Students know how to use the software.

❐ Students' time on task is high. They complete the steps and pass a story in 30–60 minutes.

❐ Students spend most of the class time reading.

❐ Students know their goals.

Read Naturally Live Follow-Up Questions Checklist: What Should I Ask?

Ask these questions as a follow-up and check each item below that is implemented correctly.

Assessment and Placement

❒ Have you assessed students to determine whether they could benefit from Read Naturally Live? Use the students' assessment data from an oral reading fluency assessment to determine if the student may benefit from Read Naturally Live. Compare the student's score to national norms. If the score is:

- More than 10 words below the WCPM at the 50th percentile, assign the student to Read Naturally Live.
- At the WCPM 50th percentile score up to 10 words below it, consider Read Naturally Live.

❒ Have you placed students individually using the placement process?

Each student should be placed individually in an appropriate series, level, and goal using the built-in Read Naturally Live placement test. Have you considered placement in Read Naturally Live—Español for a native Spanish speaker building Spanish fluency or a student learning Spanish?

Implementing the Steps

❒ Have you taught the students how to complete the steps in Read Naturally Live?

Train students how to successfully complete the steps independently. Use the lesson plan on the Read Live Help page or "A Student's Guide to Read Naturally Live" video series to teach the steps.

❒ Are you prompting students to do the steps correctly?
Remind students to:

- Listen attentively or read along quietly aloud during the key-words step.
- Read along quietly aloud during the read-along step.
- Read aloud quietly during the practice step.

Conduct the cold timings and coach students in identifying errors for at least the first three stories. When a student can accurately identify errors, consider allowing that student to conduct cold timings independently.

❒ Are you using the story options feature to help differentiate instruction for students?

Adjust the program for individual students or groups using story options. Possible changes include switching to whole-story timings, adjusting the number of read alongs and/or practices required, and adding a Spanish read along (Read Naturally Live only) for native speakers of Spanish.

Monitoring and Communicating Student Performance

❒ Have you checked each student's initial placement (after completing at least 3 but no more than 6 stories) using the Read Naturally Live Checking Initial Placement Calculator or following the Read Naturally Live Checking Initial Placement instructions?

Use the averages of the data for the three most recent stories on the Students At-a-Glance report.

- The level is appropriate if the average cold-timing score is within the range for the student's placement level on the Initial Placement Ranges table and the average quiz score is at least 60%.
- The goal is appropriate if the student's average scores meet at least two of the goal criteria: cold-timing score is about 30/40 words below the goal, hot-timing score is at or just above the goal, number of practices is 3 to 10.

❒ Are you monitoring student performance to keep each student challenged?

Make sure students are continually challenged by regularly monitoring each student's performance to determine when to make changes and when to raise a student's goal or level (typically after 12 or 24 stories). Use the software to create reports and use the guidelines in the *Read Live User Guide* to decide when to make a change, when to raise the goal or level, and how to involve the student.

❒ Are you communicating student progress to parents/guardians and colleagues?
Use the Read Naturally Live resources to support communication. A welcome letter, progress letter, and certificates can be printed or emailed to guardians or teachers.