

The Latest and the Greatest!

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Florida Center for Reading Research



Coaches Conference, Orlando, 2004

Something Great about our work in Florida...

From

*Mastering Reading and Mathematics in the
Early Grades*— Southern Regional Education Board

As a state we have set very high standards in reading, and we are making steady progress toward achieving those standards

Something Great about our work in Florida...

Percent of 4th grade students meeting standard

	<u>State standard</u>	<u>NAEP standard</u>
Florida	60	63
Georgia	80	59
Texas	85	59
Mississippi	87	49
South Carolina	76	59

Something Great about our work in Florida...

Growth in percent of 4th Grade students meeting Basic standard on NAEP from 1992-2003

Florida	+10
Texas	+2
Georgia	+2
Tennessee	+0
Alabama	+1
South Carolina	+6

The ultimate goal of our work within *Just Read, Florida!* initiative is to :

Steadily increase the percentage with grade level reading skills at each grade level from K to 12.

Within the *Reading First* part of *Just Read, Florida!* we are focused on increasing, every year, the percentage of students with grade level skills in K-3.

So, how did we do last year on this goal?

The only test we can really compare outcomes on from 2003 to 2004 is the FCAT, and that only assesses work done with third grade children this past year.

Change from 2003 to 2004 on FCAT

All Schools

% at level	<u>1</u>	<u>2</u>	<u>3></u>
2003	23	15	62
2004	22	13	65
change	-1	-2	+3

RF Schools

% at level	<u>1</u>	<u>2</u>	<u>3></u>
2003	31	18	51
2004	28	16	56
change	-3	-2	+5

In Florida, our effectiveness will ultimately be judged by the improvements our students make on the FCAT

Which is an excellent, but very demanding test of reading comprehension

Let's take a brief detour to understand a little more about what is being measured by the FCAT

The Florida Center for Reading Research recently conducted a study of the FCAT to answer several important questions:

Among the most important questions were these:

What are the reading, language, and cognitive abilities that are most important in explaining individual differences in performance on the FCAT at 3rd, 7th, and 10th grades?

What kinds of skills and knowledge are particularly low in students who struggle on the FCAT?

The FCAT has some important characteristics

It was specifically created to place high demands on vocabulary and reasoning/inferential skills

“FCAT demands an in-depth understanding and application of information that is not typical of most standardized tests.” (*Lessons Learned*, 2002)

Design specifications call for “application of skills in cognitively challenging situations.”

Proportion of questions requiring “higher order” thinking skills increases from 30% in grade three to 70% in grade 10

The FCAT has some important characteristics

The FCAT may also place special demands on reading fluency, as opposed to “labored accuracy”

Passage length at different levels

3rd grade – 325 words

7th grade – 816 words

10th grade – 1008 words

How the study was conducted:

Gave 2 hour battery of language, reading, nonverbal reasoning, and memory tests to approximately 200 children in each grade at 3 locations in the state

Language – Wisc Vocab and Similarities

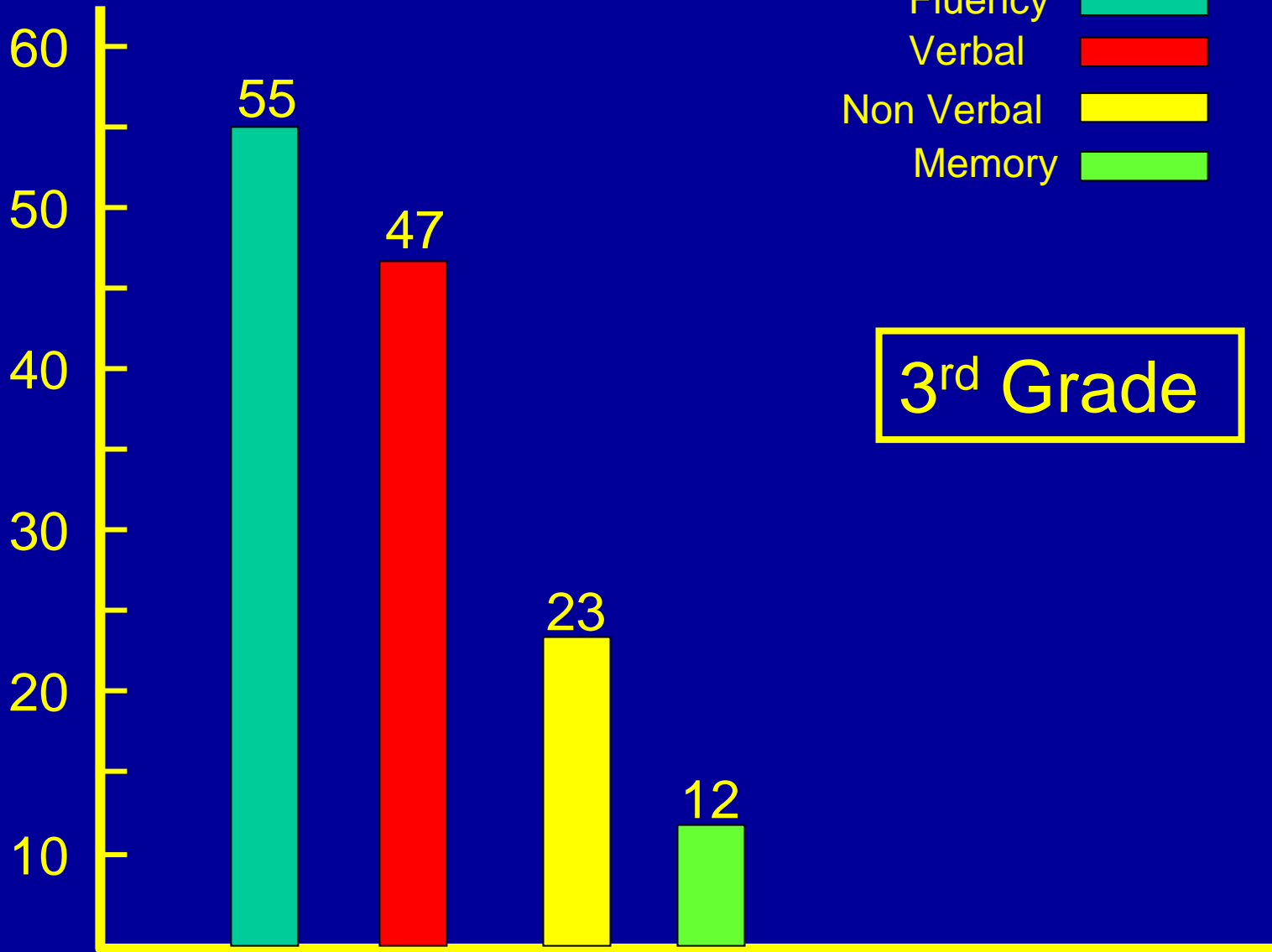
Listening comprehension with FCAT passage

Reading– Oral reading fluency, TOWRE, Gray Oral Reading Test

NV Reasoning – Wisc Matrix Reasoning, Block Design

Working Memory– Listening span, Reading Span

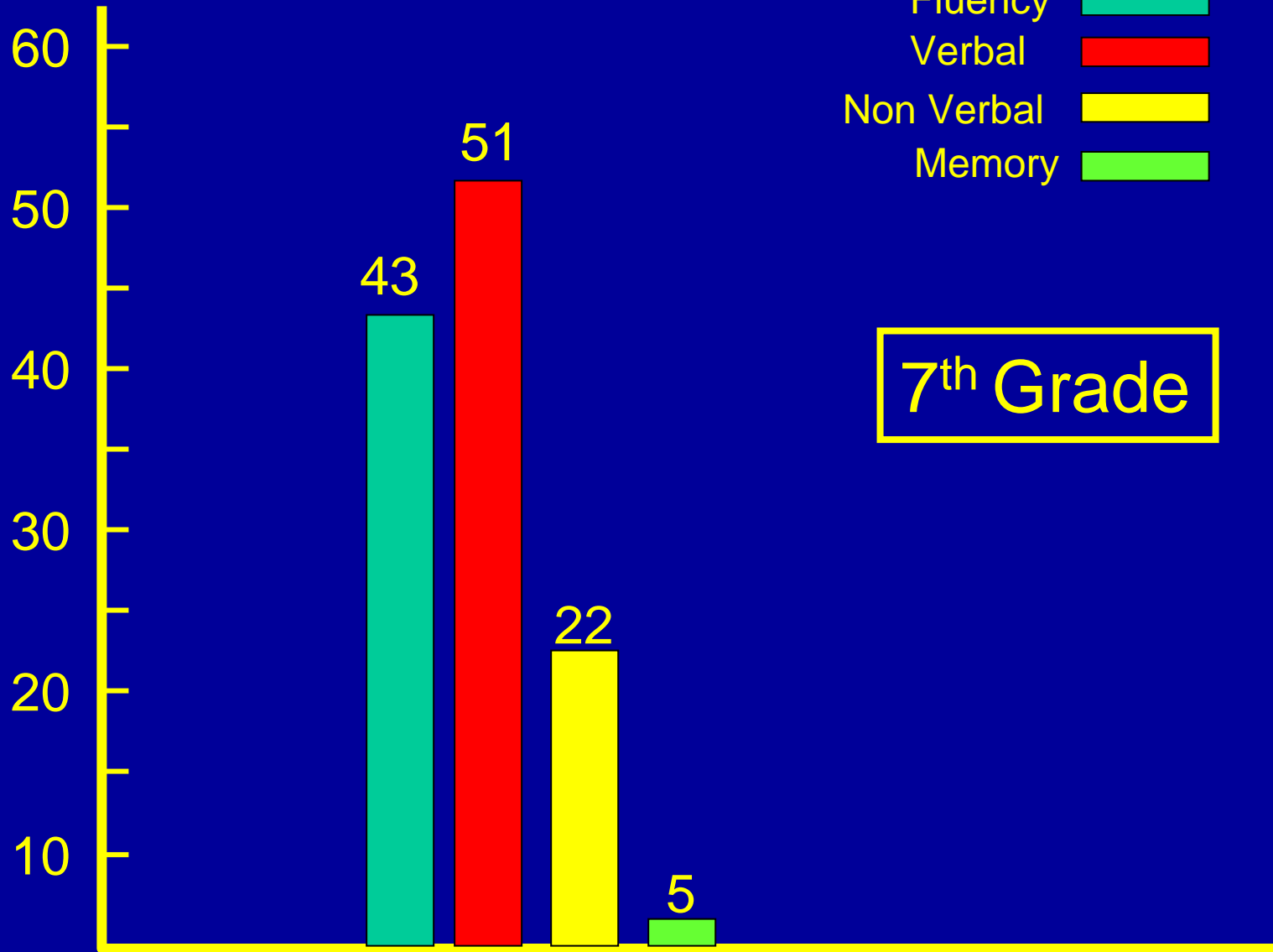
Percent of variance accounted for



- Fluency
- Verbal
- Non Verbal
- Memory

3rd Grade

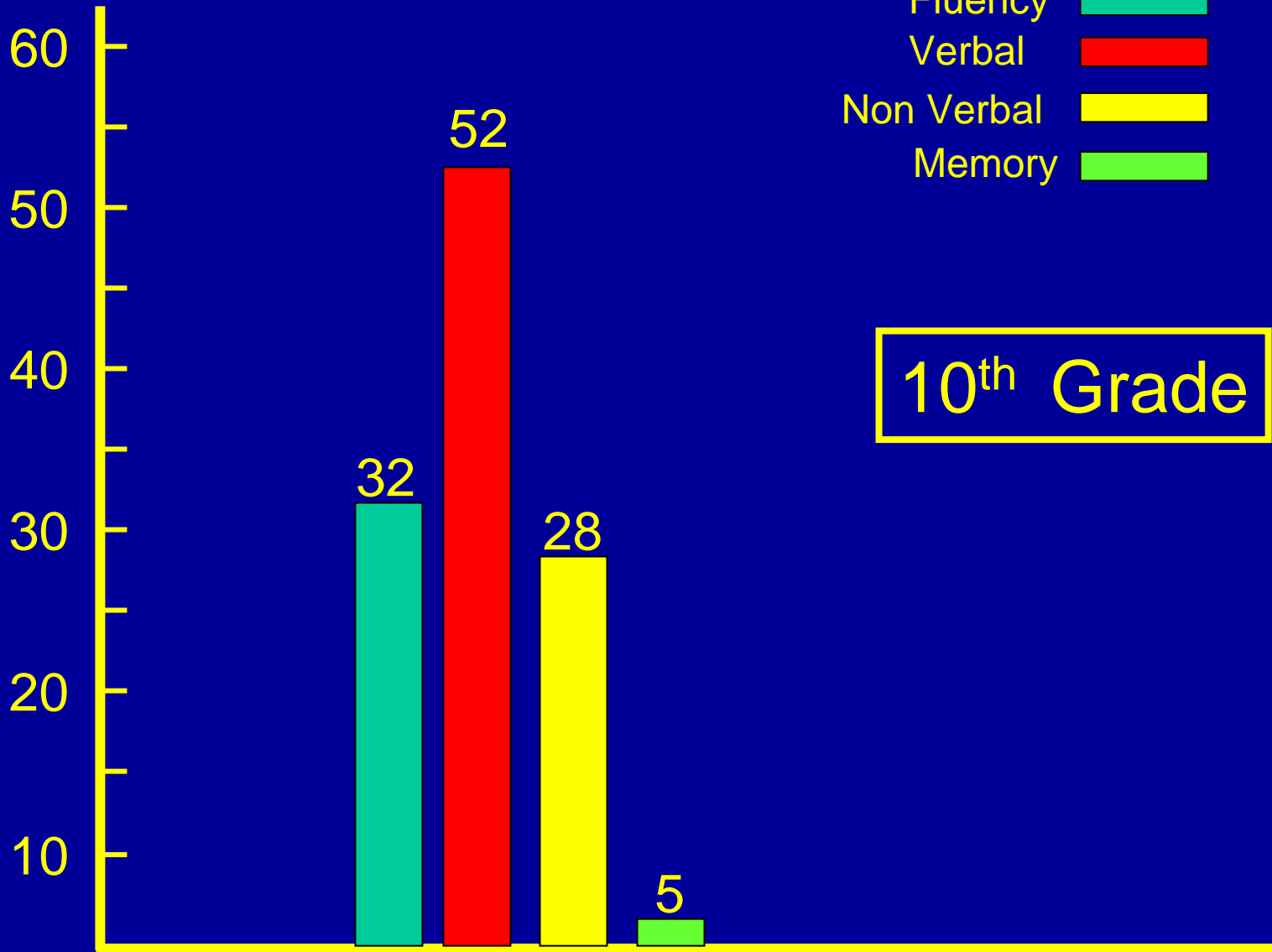
Percent of variance accounted for



- Fluency
- Verbal
- Non Verbal
- Memory

7th Grade

Percent of variance accounted for



10th Grade

What skills are particularly deficient in level 1 and level 2 readers in 3rd grade?

<u>Skill/ability</u>	<u>FCAT Performance Level</u>				
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
WPM on FCAT	54	92	102	119	148
WPM on DIBELS	61	96	111	132	155
Fluency percentile	6 th	32 th	56 th	78 th	93 rd
Phonemic decoding	25 th	45 th	59 th	74 th	91 st
Verbal knowledge/ reasoning	42 nd	59 th	72 nd	91 st	98 th
SAT9 percentile	31 st	45 th	69 th	87 th	95 th

Paths to 6th percentile performance in reading fluency in 3rd grade

1. Don't learn phonetic decoding strategies very well at all. That way, you will remain an inaccurate reader, and you won't read independently because there are too many words you can't decode on your own.
2. Wait until mid second grade or early third grade to learn to use phonemic decoding strategies – that way you will miss out on 1 or 2 years of productive reading practice.
3. Go ahead and learn phonemic decoding skills early and well, but don't read very much. That way you won't have the opportunity to learn to recognize 1000's of words at a single glance.

Important Conclusions from the Study for RF schools

1. The most important reading and language factors that explain individual differences in performance on the FCAT in 3rd grade are reading fluency and vocabulary/verbal reasoning
2. The most direct way to reduce the number of students reading at level 1 is to insure that all children become fluent and accurate readers by the end of third grade.
3. At the same time, we must work to support growth of vocabulary, conceptual knowledge, and reasoning because they are also important at third grade, and become increasingly important at later grades.

So, how did the students in our Reading First Schools do this year in Reading Fluency and Vocabulary?

Let's look at some graphs

Grade: 3rd Grade

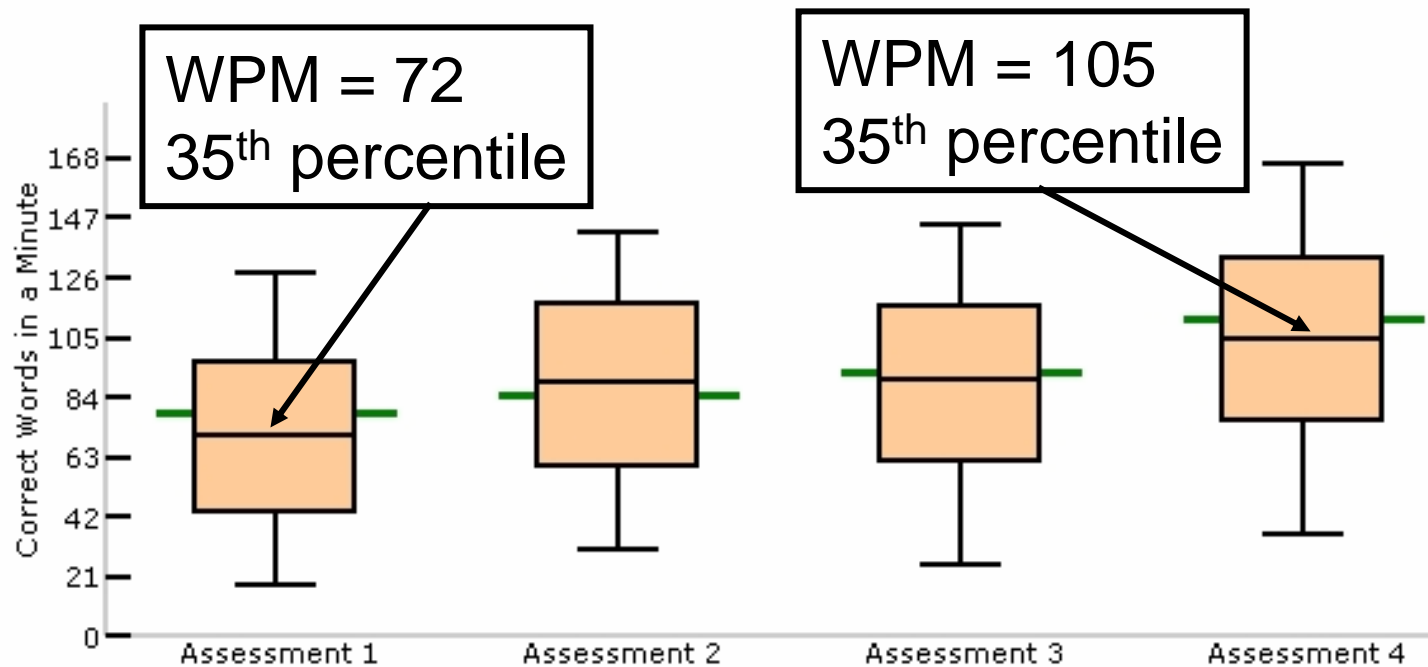
Probe: Oral Reading Fluency

Student: All Students

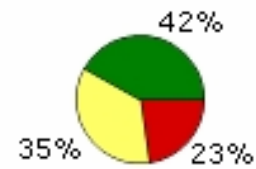
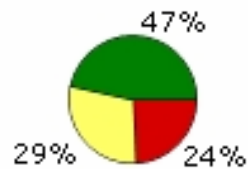
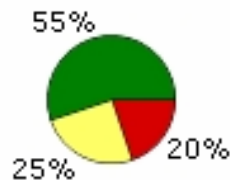
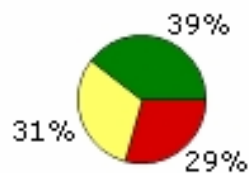
Assessment: All Assessments

School Year: 2003-2004

Date/Time: 6/4/2004 11:25 AM



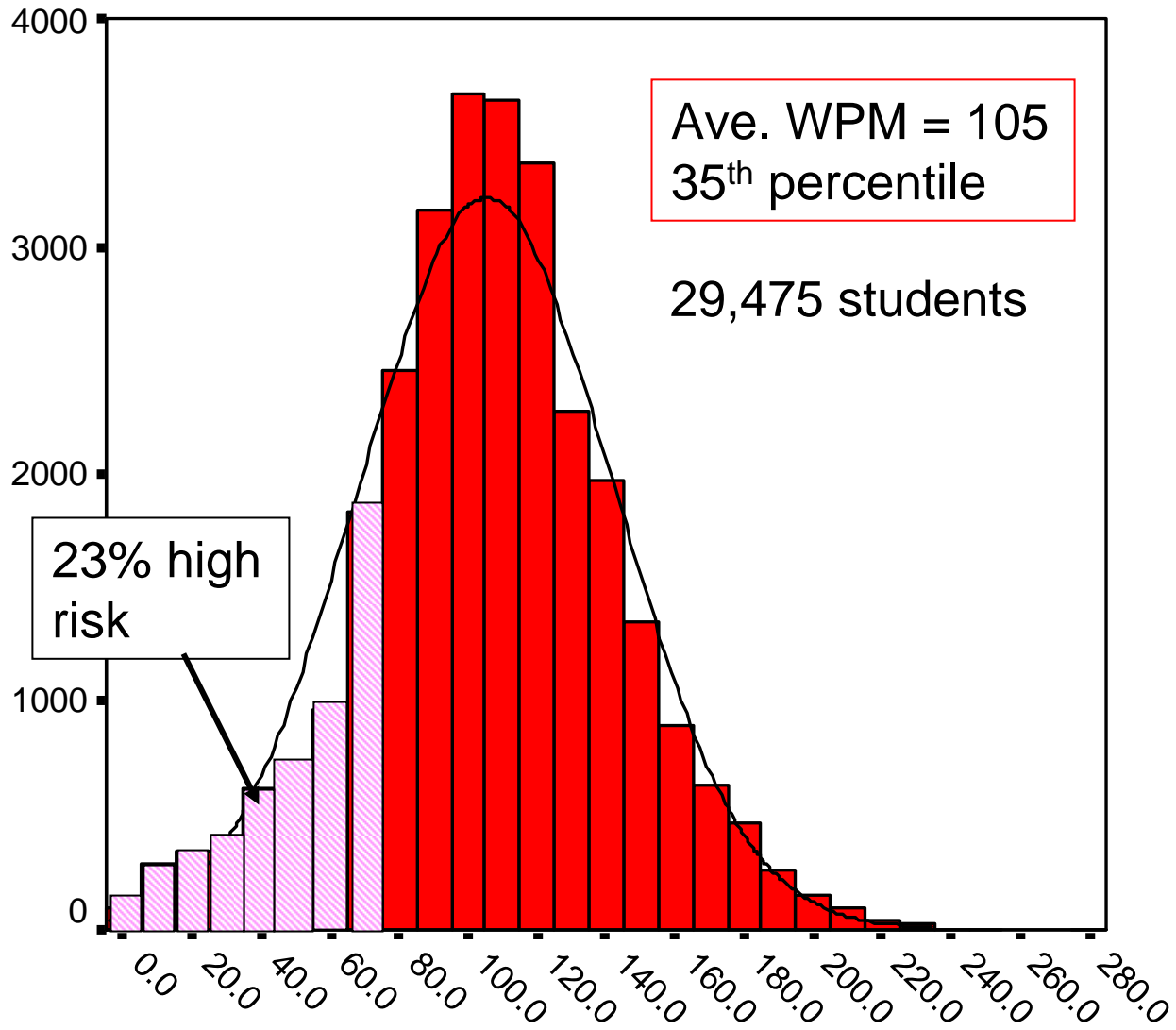
# of Students	33879	34157	34046	34088
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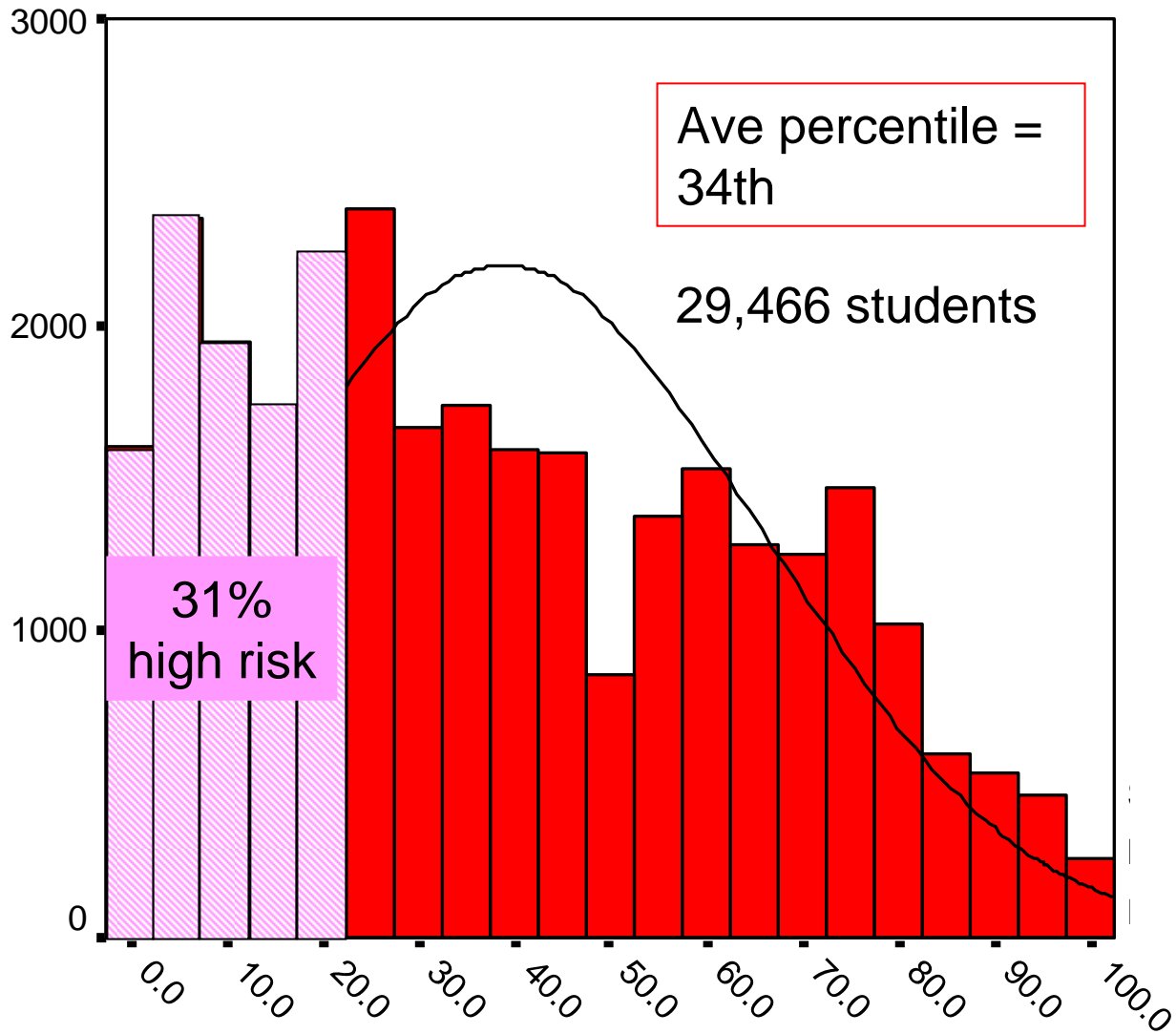
Select a District:

[Show Grade Summary Report](#)

Reading First Only



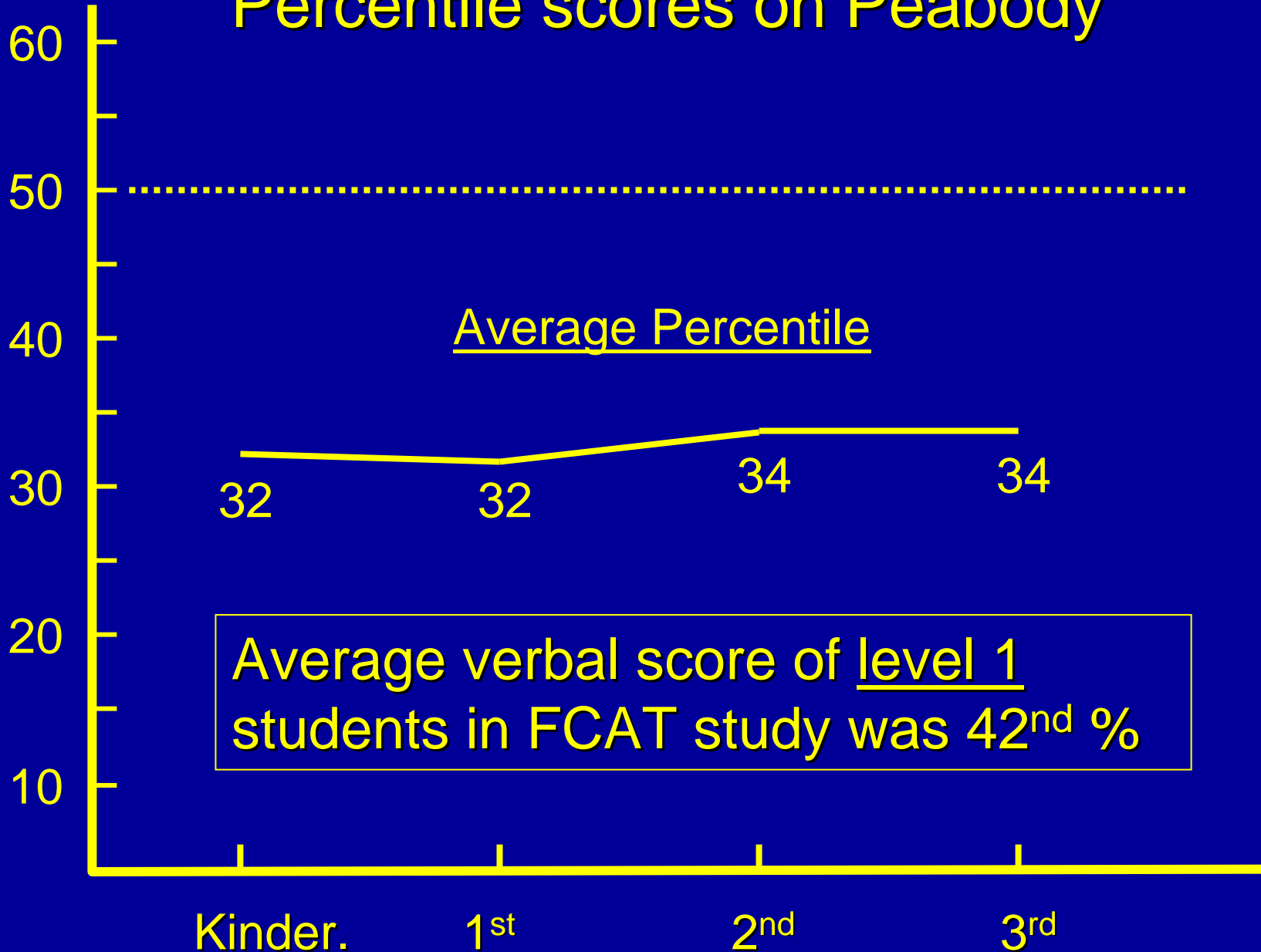
Oral Reading Fluency – Assess4, Third Grade



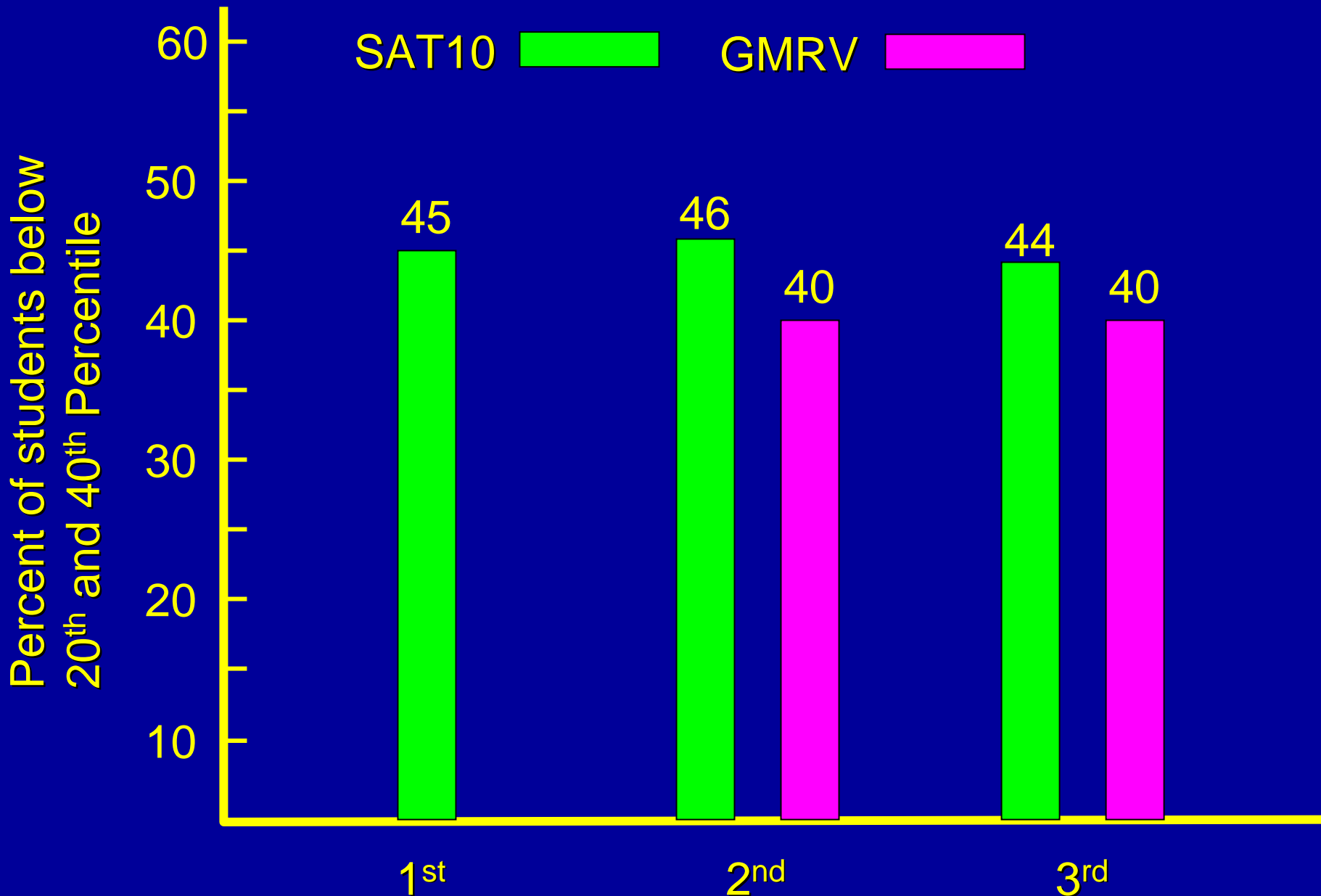
Peabody Picture Vocabulary, Third Grade

Percentile scores on Peabody

Percentile on test of Oral Vocab.



Performance on SAT 10 & GMRV



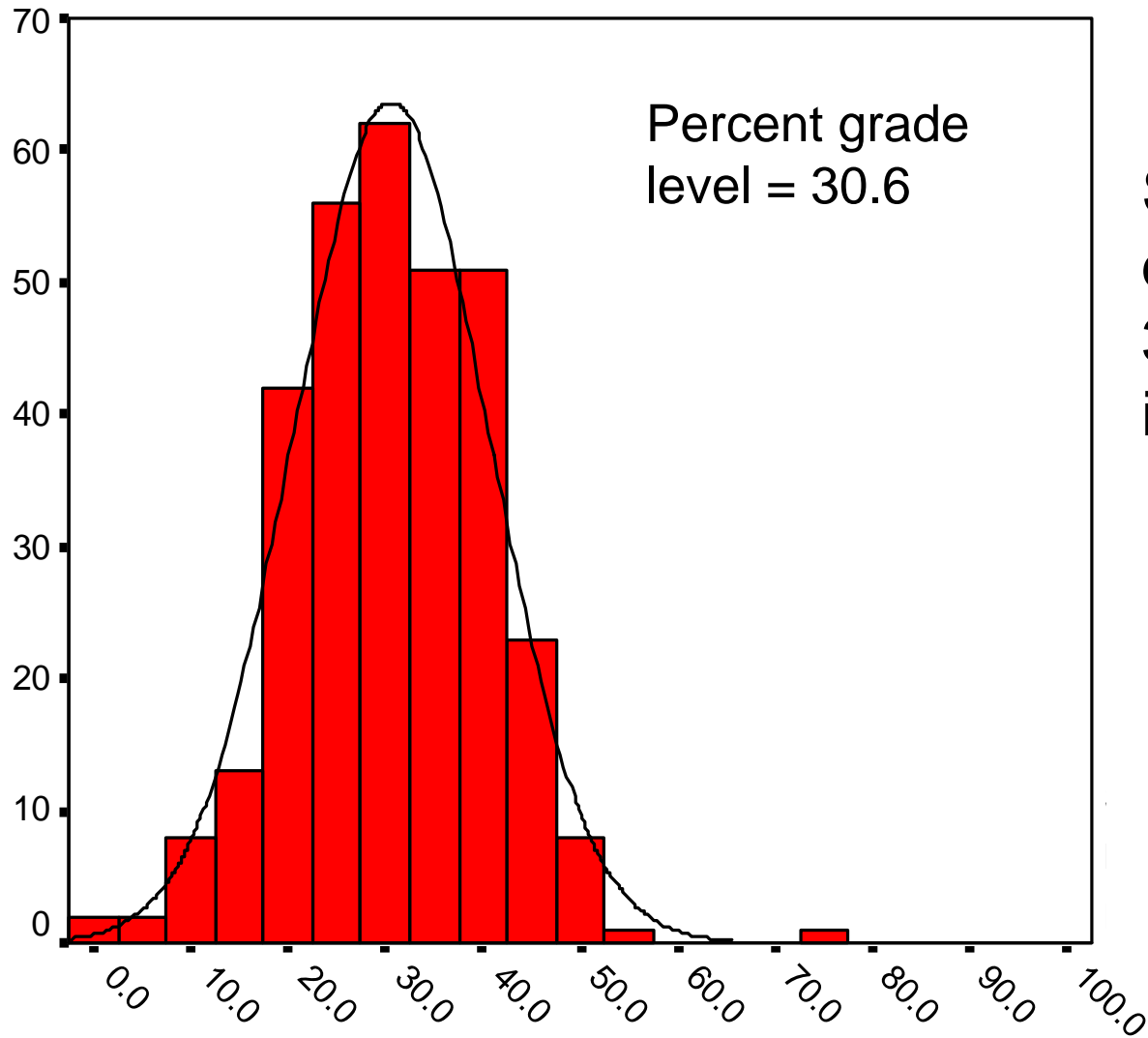
Implications of these outcome data

1. We must find a way to insure that the number of students in the “high risk” category for oral reading fluency is drastically reduced over the next five years.
2. We must find a way to meet the challenge of the “vocabulary gap” for students in reading first schools. This may be a major limiting factor in performance on the FCAT in 3rd grade for students in Reading First schools, and it will have an even greater impact on FCAT performance in the later grades.

More outcome data:

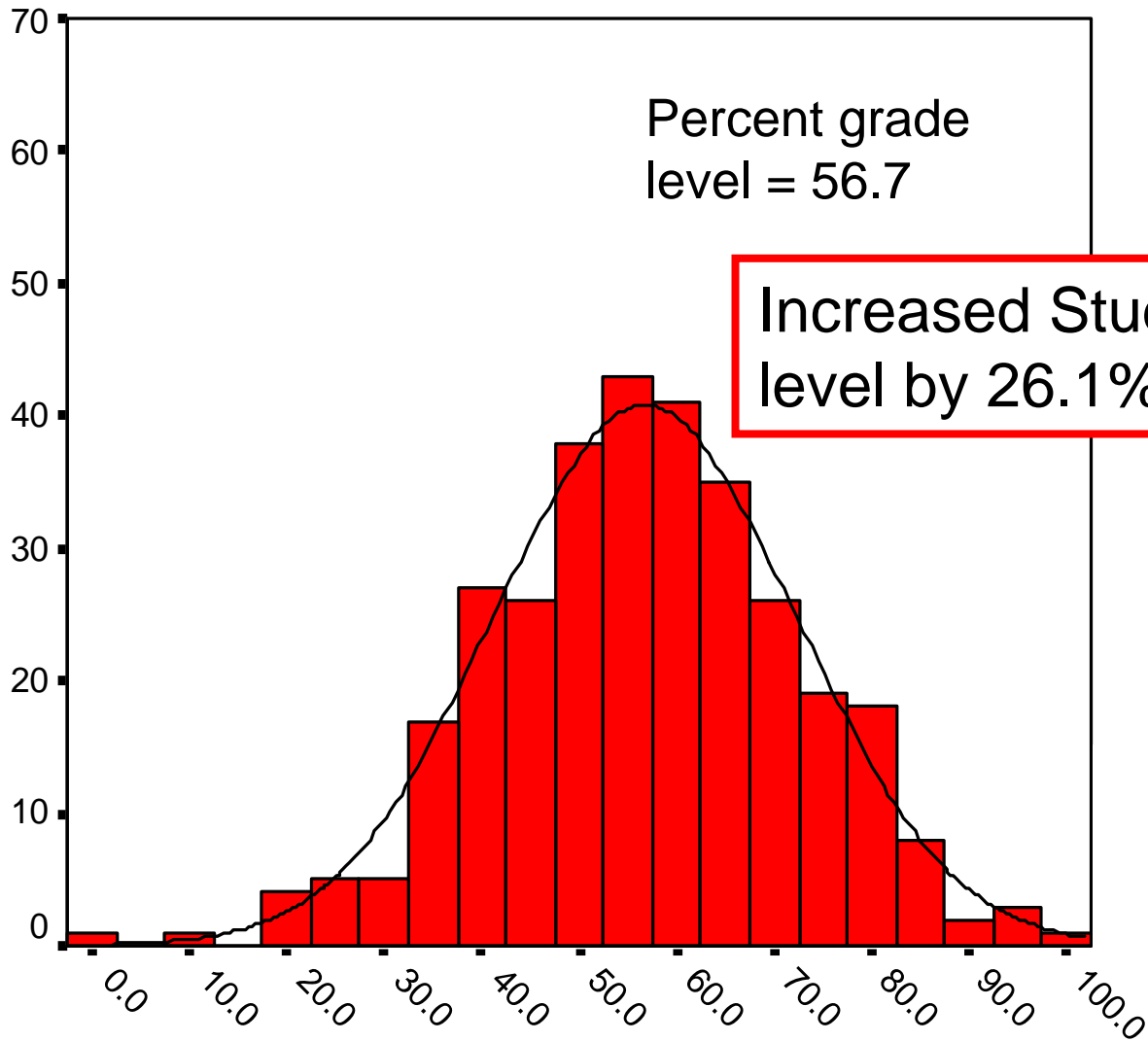
1. Our ultimate goal is to improve, over time, in the percent of students reading at grade level at the end of each grade
2. Since a large percentage of students in RF schools begin school (and each subsequent grade) already below grade level, our instruction must accelerate their growth if they are to catch up to grade level standards.
3. Most students in RF schools must make more than a year's growth in each school year if they are to "close the gap" by third grade.
4. So, how did we do this past year in closing the gap at each grade level?

How did we do at increasing the percentage of students at grade level (the category called “initial” in the PMRN)

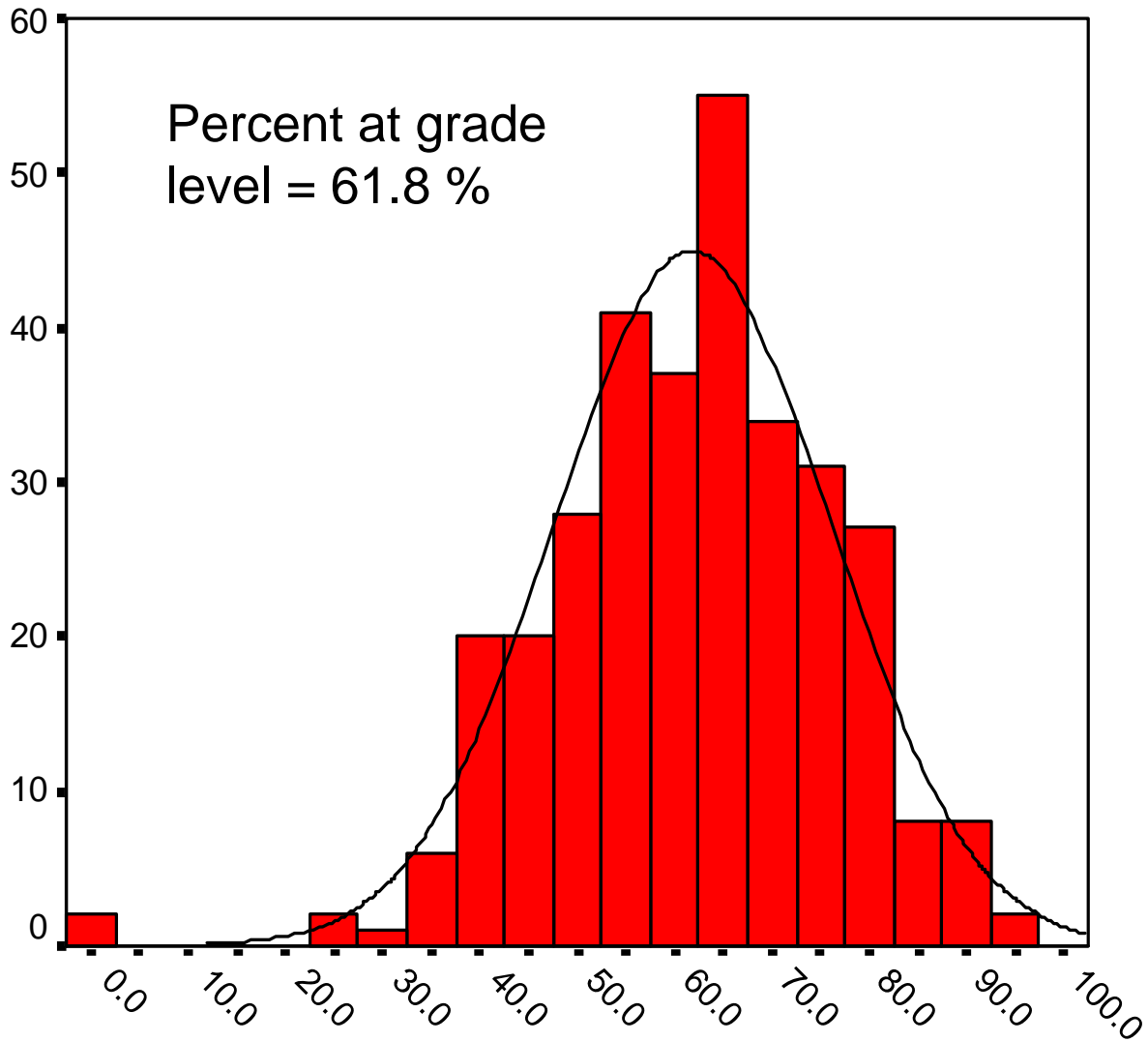


School level data-about 320 schools in the graph

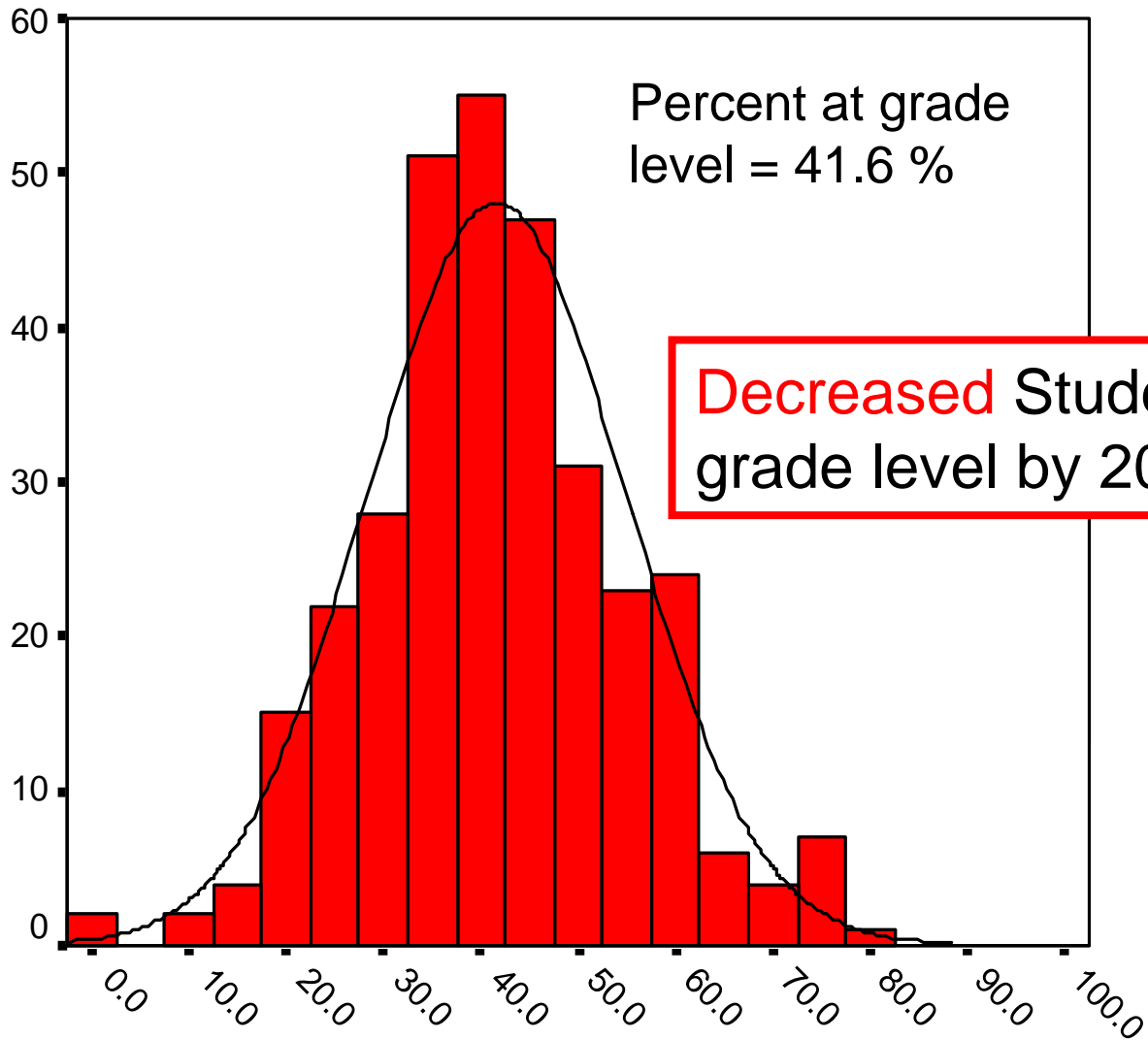
Assessment 1-- Kindergarten



Assessment 4 -- Kindergarten



Assessment 1– First Grade



Assessment 4 – First Grade

Progress Report

All Participating Districts

School: All Participating RF Schools

Teacher: All Teachers

st Grade

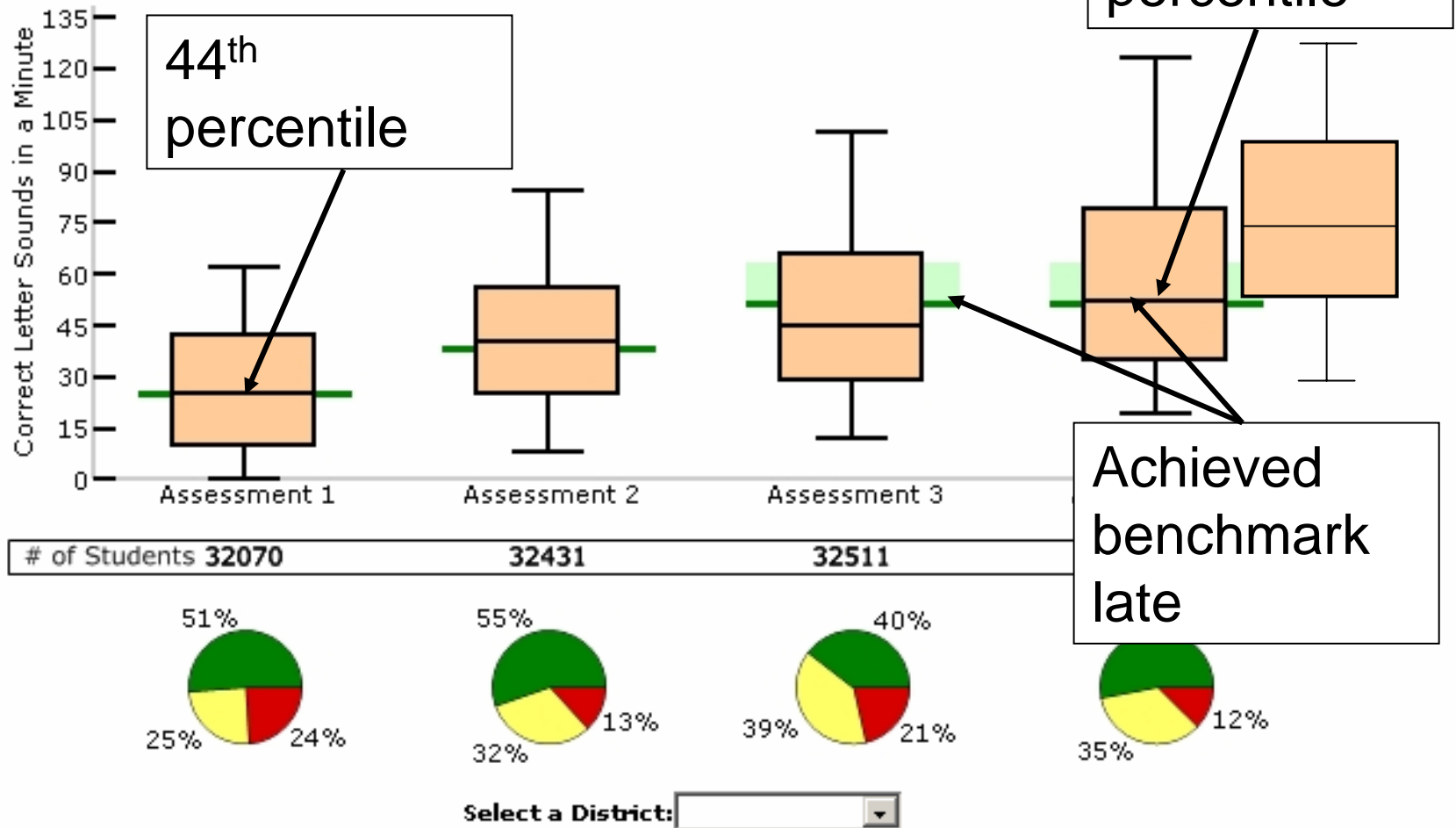
Probe: Nonsense Word Fluency

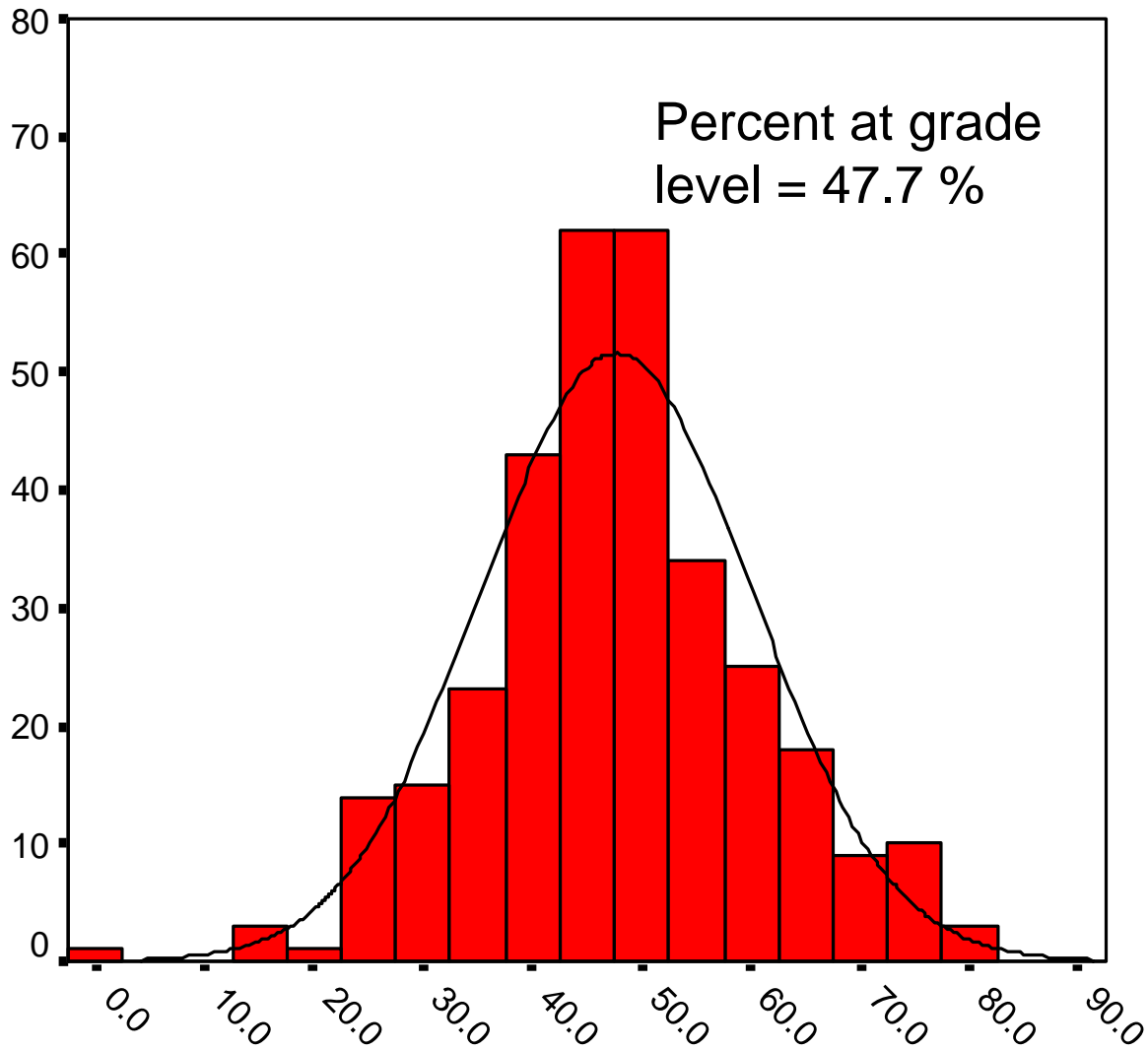
Student: All Students

ent: All Assessments

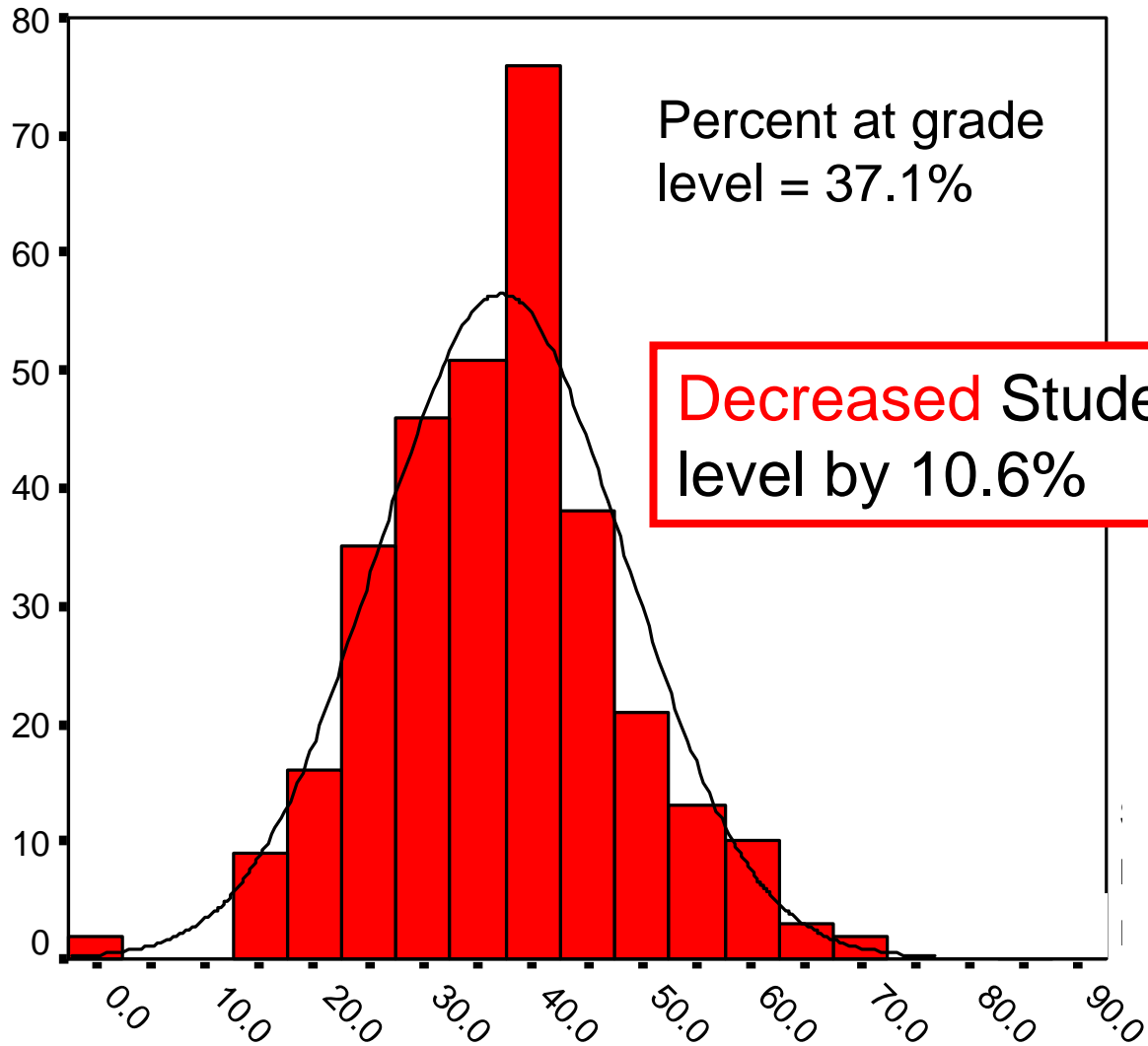
School Year: 2003-2004

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Assessment 1 – Second Grade



Assessment 4 – Second Grade

State Progress Report

District: All Participating Districts

School: All Participating RF Schools

Teacher: All Teachers

Grade: 2nd Grade

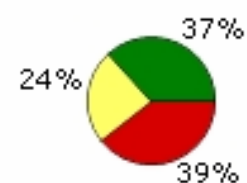
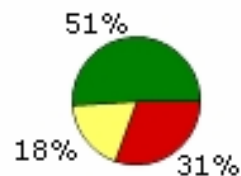
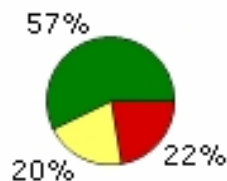
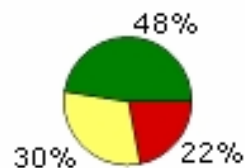
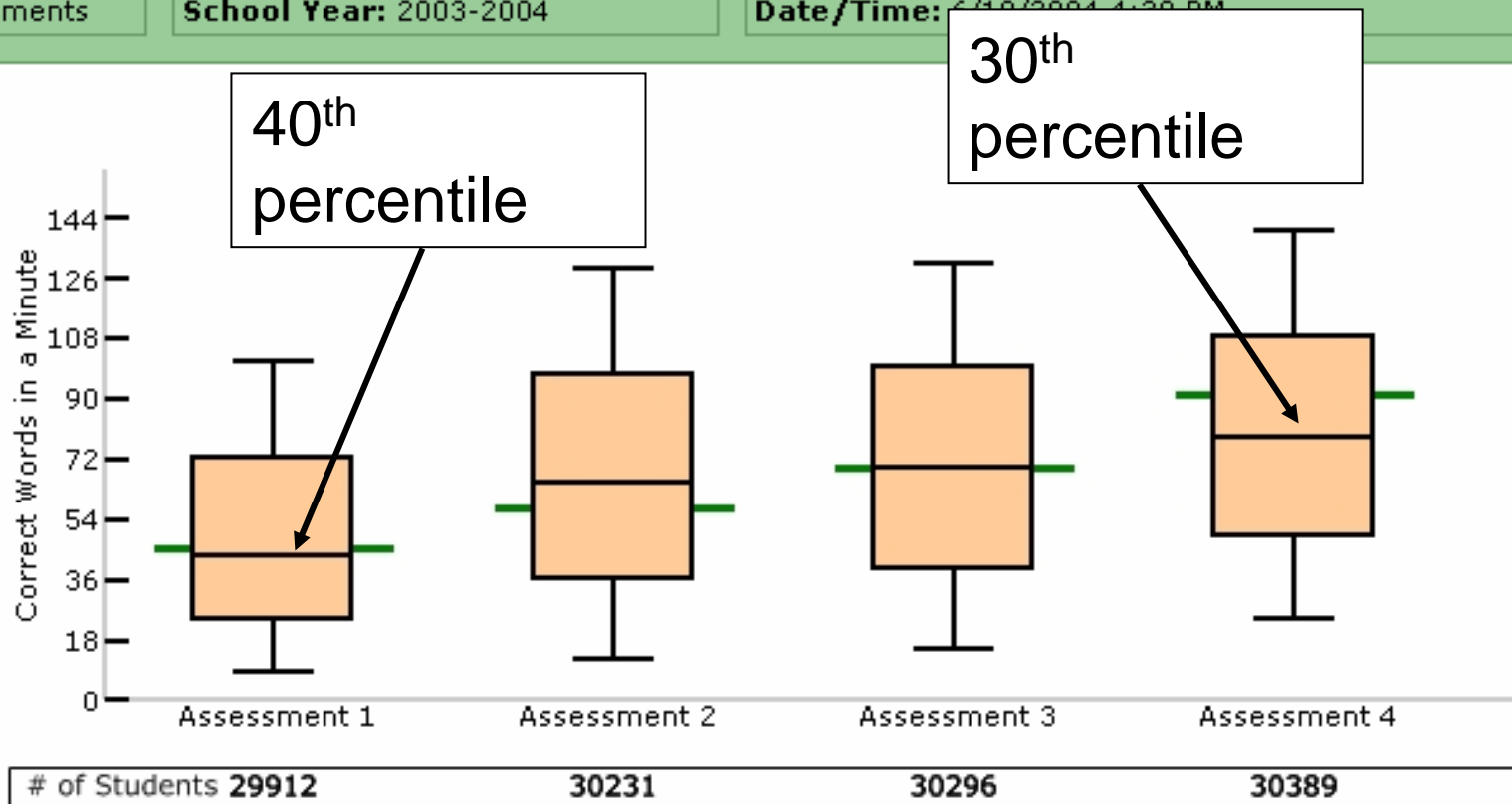
Probe: Oral Reading Fluency

Student: All Students

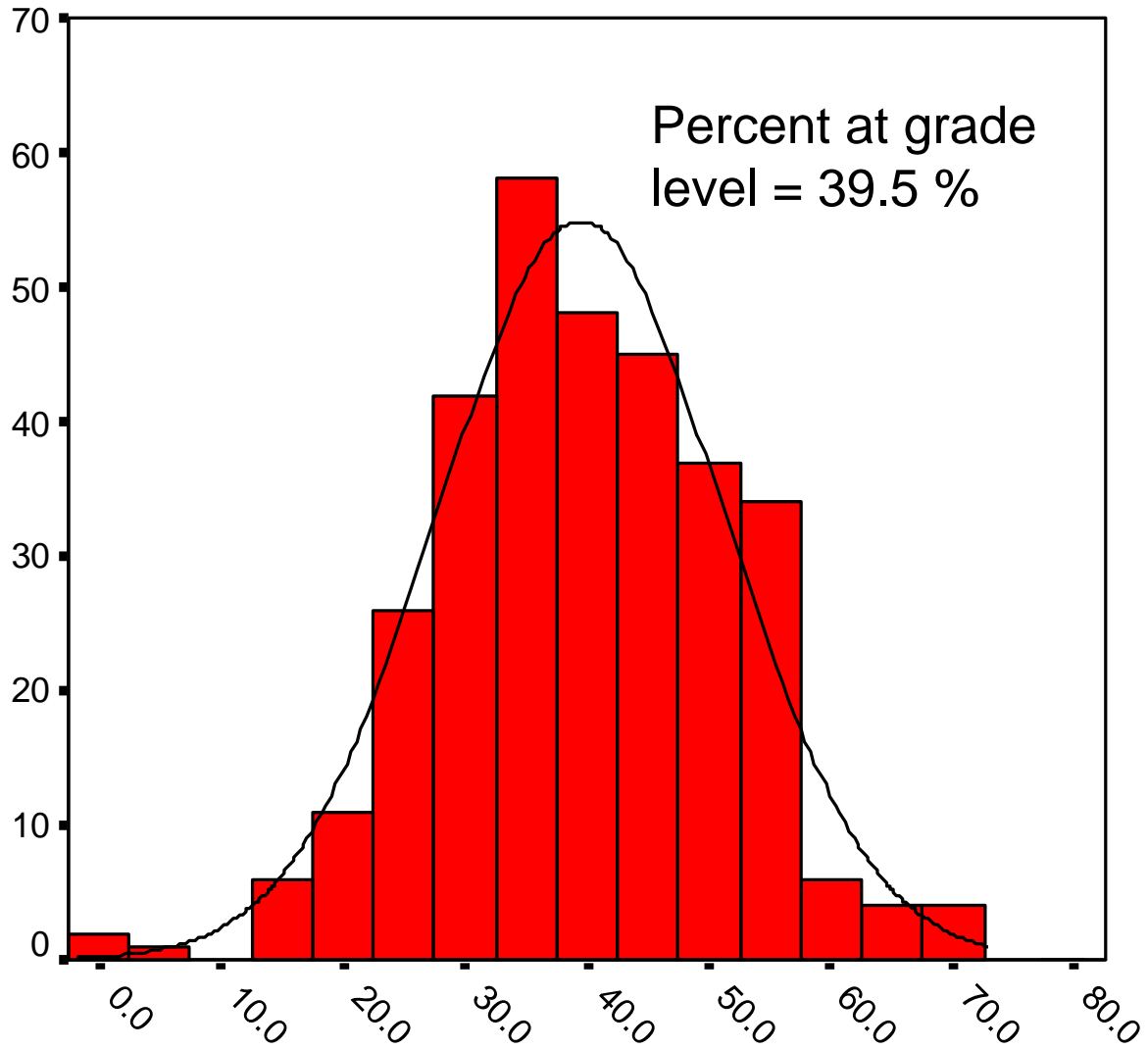
Assessment: All Assessments

School Year: 2003-2004

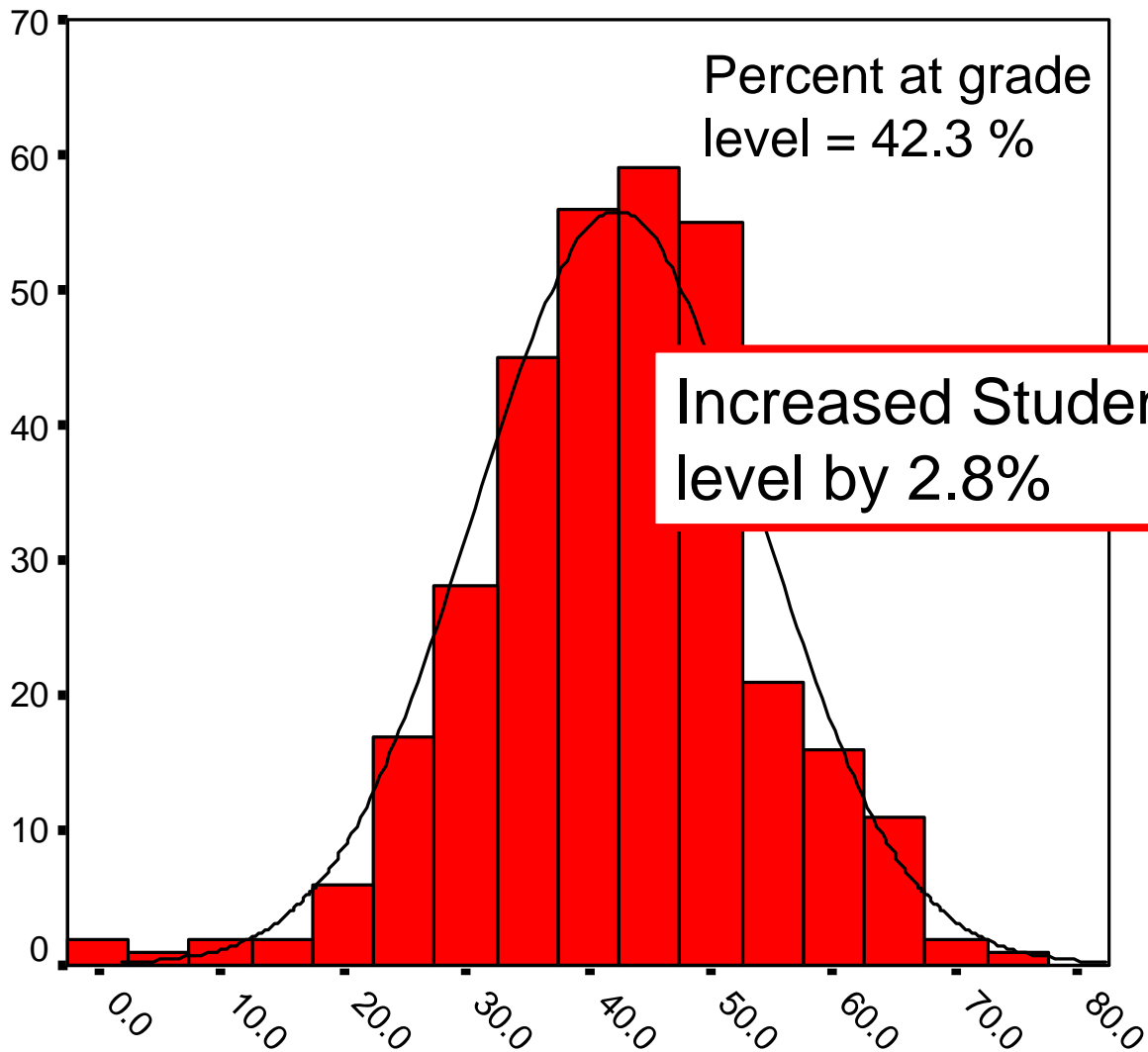
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Select a District:



Assessment 1 – Third Grade



Assessment 4 – Third Grade

Summary of Instructional Effects in Grades K-3

	% “Intensive”	% “on grade level”
Kindergarten	reduced 4.3	increased 26.1
1 st Grade	<u>increased 6.0</u>	<u>decreased 20.2</u>
2 nd Grade	<u>increased 17.4</u>	<u>decreased 10.6</u>
3 rd Grade	decreased 7.1	increased 2.8

Lessons learned: doing even better next year

1. At every grade (K-3), we need to strengthen the quality and increase the intensity of instruction in vocabulary

BRINGING WORDS

Robust
Vocabulary
Instruction

TO LIFE

ISABEL L. BECK

MARGARET G. McKEOWN

LINDA KUCAN

Bringing Words to Life

Isabel Beck

M. McKeown

L. Kucan

Guilford Press

Big ideas from “Bringing Words to Life”

First-grade children from higher SES groups know about twice as many words as lower SES children

Poor children, who enter school with vocabulary deficiencies have a particularly difficult time learning words from “context”

Research has discovered much more powerful ways of teaching vocabulary than are typically used in classrooms – generalization to reading comprehension

A “robust” approach to vocabulary instruction involves directly explaining the meanings of words along with thought-provoking, playful, interactive follow-up.

Four Critical Elements for More Robust Vocabulary Instruction

Select the right words to teach – Tier 2 words

Develop child-friendly definitions for these words

Engage children in interesting, challenging, playful activities in which they learn to access the meanings of words in multiple contexts

Find a way to devote more time during the day to vocabulary instruction

An anecdote from a friend..

“While teaching a learning support lesson to my 6th grade struggling readers, the word carpenter was used. I ask my students to tell me what a carpenter did. They said, "A person who lays carpet." This happened in more than one class.”

“These same students are being ask to learn primogeniture, degenerate, and omnipotent in their regular 6th grade Language Arts class. Wow! This is a tough situation. I work with my students to learn these required words so that they can pass their language arts class but what a waste of good learning time. When I returned today, not one of the students in my second period class remembered what a carpenter did. I got the correct answer in my third period class. Hurray! How long do you think they will remember their regular language arts words?”

Noreen Beattie, 6th grade learning support, Tallahassee, FL

Remember what reading becomes as children move through elementary and into middle and high school

Reading Comprehension is:

“thinking guided by print”

Perfetti, 1985

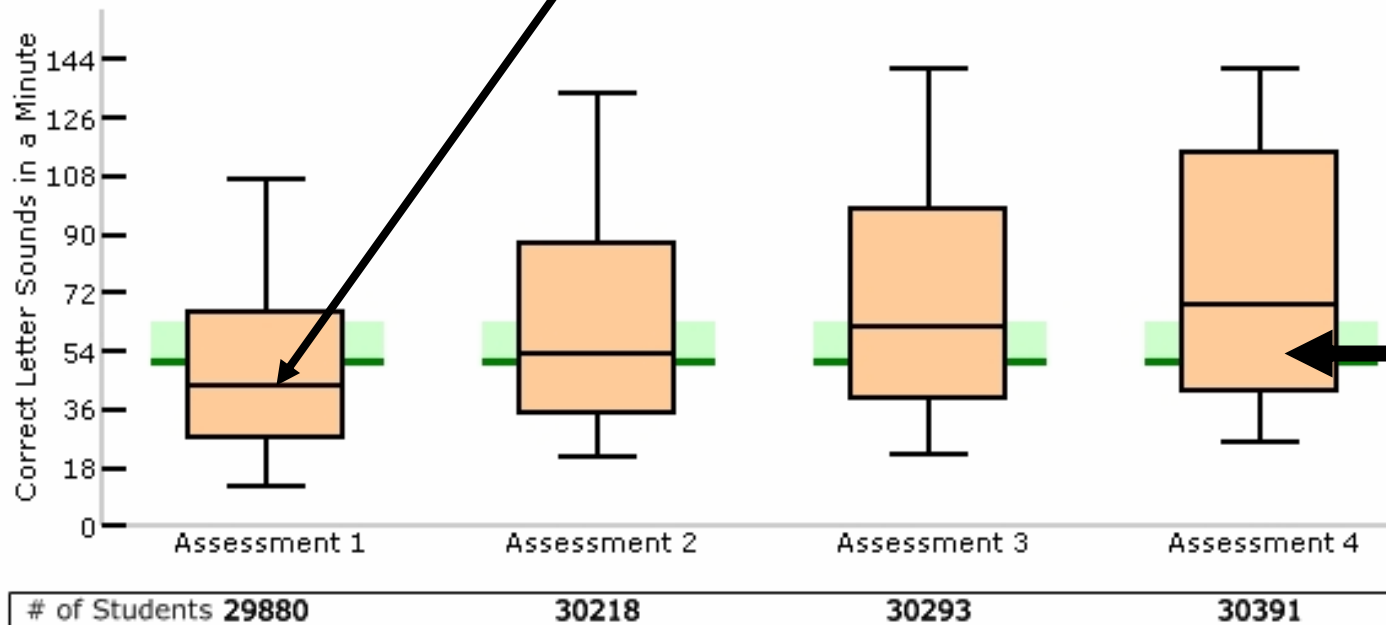
Lessons learned: doing even better next year

1. At every grade (K-3), we need to strengthen the quality and increase the intensity of instruction in vocabulary
2. Provide special support to teachers in 1st and 2nd grades to improve the growth of their students in two critical areas

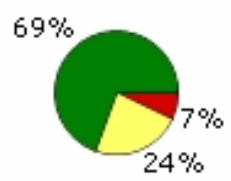
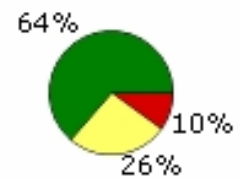
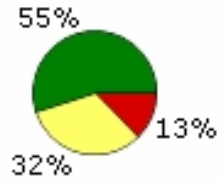
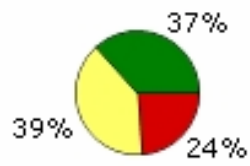
In first grade, more powerful instruction and interventions for phonemic decoding skills and reading fluency

In second grade, more work to stimulate and support growth of reading fluency. There are still too many students in second grade who have not achieved basic benchmarks in phonemic decoding efficiency

At the beginning of 2nd grade, most of our students had not achieved the 1st grade benchmark for phonemic decoding



At the end of second grade, we still have more than 20% of our students who have not achieved the first grade benchmark in phonemic decoding



Select a District:

Doing Better: A summary

1. Robust Vocabulary Instruction for all
2. Stronger support for 1st and 2nd grade
3. Stronger interventions for alphabetic reading skills (phonemic decoding) in 1st grade
4. Stronger interventions for fluency in 2nd and 3rd grade
5. And remember, reading becomes “thinking guided by print”

Will it be easy?

How strongly do we feel about it?

It will involve:

Continued professional development for teachers

Continued school reorganizations

Continuing with careful student assessments

And a relentless focus on the needs of every child

But, it's not the most difficult thing we could be faced with...

Thank
You

www.fcrr.org

Science of reading section