# **Module 2: Assignment 1**

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# **Reference Table**

Timothy Tutt

Department of Curriculum and Instruction: Master’s Program

Northwest Missouri State University

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Dr. Robert Baker and Dr. David Kiene
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**Module 2: Assignment 1** Tim Tutt **Creating a Reference Table**

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| **Examining the effect of using word lists and repetition as an intervention strategy to increase reading fluency scores of second graders** |

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| **PILLAR ONE****Creating a process** | **TITLE**Repeated Reading with Goal Setting for Reading Fluency: Focusing on Reading Quality Rather than Reading Speed |
| **CITATION**Zimmerman, L. & Read, D. (2019). Repeated Reading with Goal Setting for Reading Fluency: Focusing on Reading Quality Rather than Reading Speed. *Iowa Reading Research Center.* <https://iowareading>research.org/blog/repeated-reading-fluency  |
| **SUMMARY**This article defines reading fluency, and lists three key components of reading instruction and practice - which are error correction, reading practice in a pair or small group, and repeated reading. Monitoring repetition will be part of my intervention strategy in my research. A repeated reading lesson is then explained. The lesson is broken down into the following components: an introduction, modeling of the lesson, and practice. The practice lesson is nicely detailed. The last section of the article was a list of “supplemental materials for teachers”, listing links to three websites to provide guidance in how STUDENTS can set fluency goals, identify their strengths, weaknesses and how to improve, and choose their own reading strategies. |
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|  **PILLAR TWO****Fluency Intervention Strategies** | **TITLE**Evaluating the Interpretations and Use of Curriculum-Based Measurement in Reading and Word Lists for Universal Screening in First and Second Grade |
| **CITATION**January, S., Ardoin, S., Christ, T., Eckert, T., & White, M. Evaluating the Interpretations and Use of Curriculum-Based Measurement in Reading and Word Lists for Universal Screening in First and Second Grade. *School Psychology Review 45*(3), 310-326  |
| **SUMMARY**This study examines and evaluates curriculum-based measurement (CBM) techniques commonly used in measuring reading achievement in first- and second- grade students. The introduction discusses backgrounds of, and recent studies in, curriculum-based measurements in reading (CBM-R), nonsense word fluency (NWF), and word identification fluency (WIF). This study implements Michael Kane’s argument-based approach to validation in the evaluation of its measurements. (I may want to review Kane’s article on the argument-based approach as a possible source in my research.) This study aimed to replicate and extend the existing work on universal screening measurements used in early elementary school. It also looked at how the formative data collected is being used for making decisions about students’ risk status, and concluded that scores from WIF and NWF adequately indicated performance in global reading achievement and early reading skill. |
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| **PILLAR THREE****Assessing Reading Fluency** | **TITLE**What Research Says About Reading |
| **CITATION**Rasinski, T. (2004). What Research Says About Reading. *Educational Leadership, 61*(6). 46-51. |
| **SUMMARY**While Rasinski’s article provides a definition reading fluency, it also provides guidance in how to assess fluency test results. This article breaks down what should be observed as students read fluency passages. A section of the article explains the need to stress that the rate of fluency (the amount of words read per minute), is only part of the analysis of fluency test results. *Decoding skills*, *automatic processing* (i.e., automaticity) that the reader displays as a passage is being read, and *prosodic reading* (i.e., prosody) – the expression, phrasing, and intonation the reader displays are also part of the process.The definitions and explanations provided in the section on assessments will help guide how I both frame and analyze reading test results… not only for my research I am about to pursue, but will also guide me future classroom practices as they apply to future fluency assessment |

(NOTE: I have chosen to re-format this assignment on Word, for my record keeping. This type of format is easier for me to read and follow, and allows for easier insertion of sources for each “pillar”. This also allows me to add more pillars, if needed.)