

# “Just Right” Reading Assessment: A Review of ORF Benchmarks



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# Outline of Content

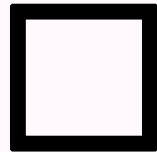
- Historical Perspective
- “Just Right” Fluency
- Safety Net Tables & Systems-wide Measurement
- Implications of ORF in an RtI System

# What's our porpoise?

- To increase the effective use of DIBELS combined with “effective instruction” to improve the reading performance of High Risk students.
- Share lessons learned from tracking Reading First DIBELS data in the west
- Suggest implications for Rtl

- 1. Historical Perspective**
- 2. “Just Right” Fluency**
- 3. Safety Net Tables & System-wide Measurement**
- 4. Implications of ORF in an RtI System**

**Early  
Intervention is  
the key!!!**



**The Power of  
DIBELS:  
USING DATA to  
drive Instruction  
planning BECOMES  
HABIT-FORMING.**

# The “Truth” about DIBELS

- Checking for comprehension is essential
- Additional assessment information - always useful

**Using DIBELS is  
like taking a  
student's  
instructional  
pulse.**

- 1. Historical Perspective**
- 2. “Just Right” Fluency**
- 3. Safety Net Tables & System-wide Measurement**
- 4. Implications of ORF in an RtI System**

# Over the Years

Table 1.

*Oral Reading Fluency Benchmarks: 30 Years of Research*

Benchmarks			
Grade	Carnine & Silbert (1979)	Fuchs, Fuchs, & Deno (1982)	Good et al. (2002)
1	60	40Š60	40
2	110	40Š60	90
3	135	70Š100	110

# Norms Vs. Benchmarks

Table 2.

*Oral Reading Fluency Norms: 50<sup>th</sup> Percentile*

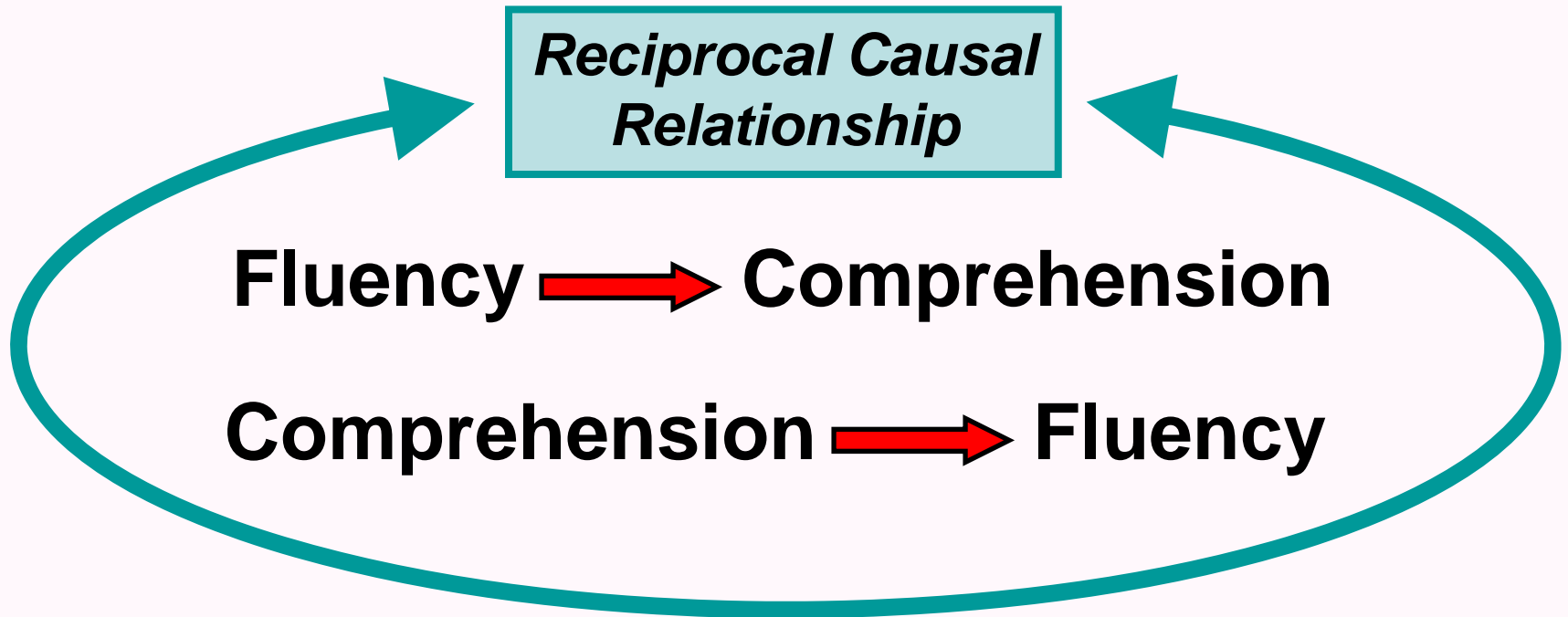
Grade	Hasbrouck & Tindal (1992)	Hasbrouck & Tindal (2006)
1	NA	53
2	94	89
3	114	107

# Over the Years . . .

Evolving use of data-driven instruction

- From SPED to Gen ED
- From Student Level to District Level
- Using evidence becomes “Habit-forming”

# Reading Fluency and Comprehension - Caveat

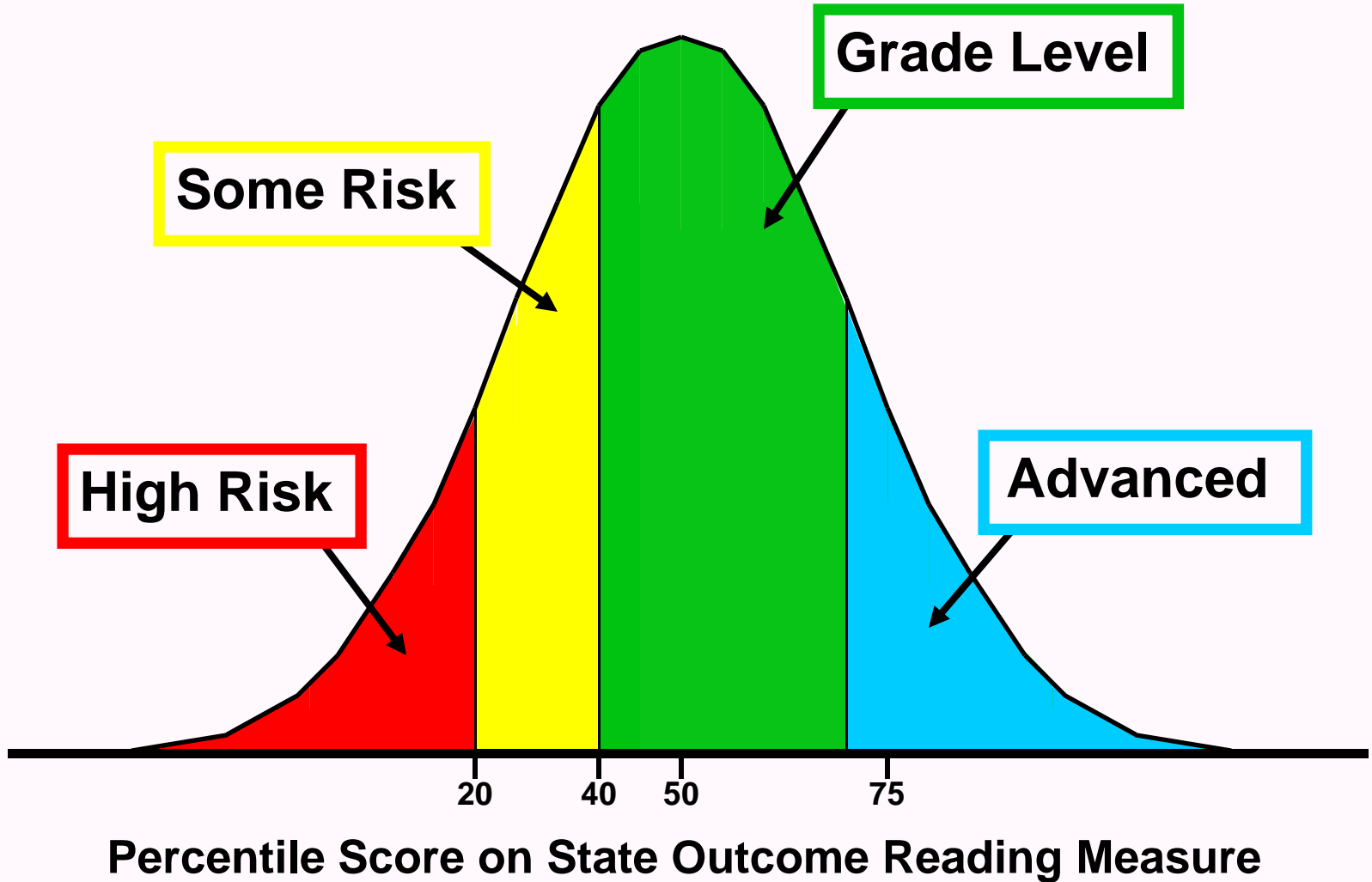


# “Just Right”

- Build fluency with a focus on comprehension of text
- Avoid setting goals that may be too high (Goldilocks’ “Too hot”)
- Be aware that some proficiency goals may be too low (Goldilocks’ “Too cold”)

- 1. Historical Perspective**
- 2. “Just Right” Fluency**
- 3. Safety Net Tables & System-wide Measurement**
- 4. Implications of ORF in an RtI System**

# Student Performance Groups

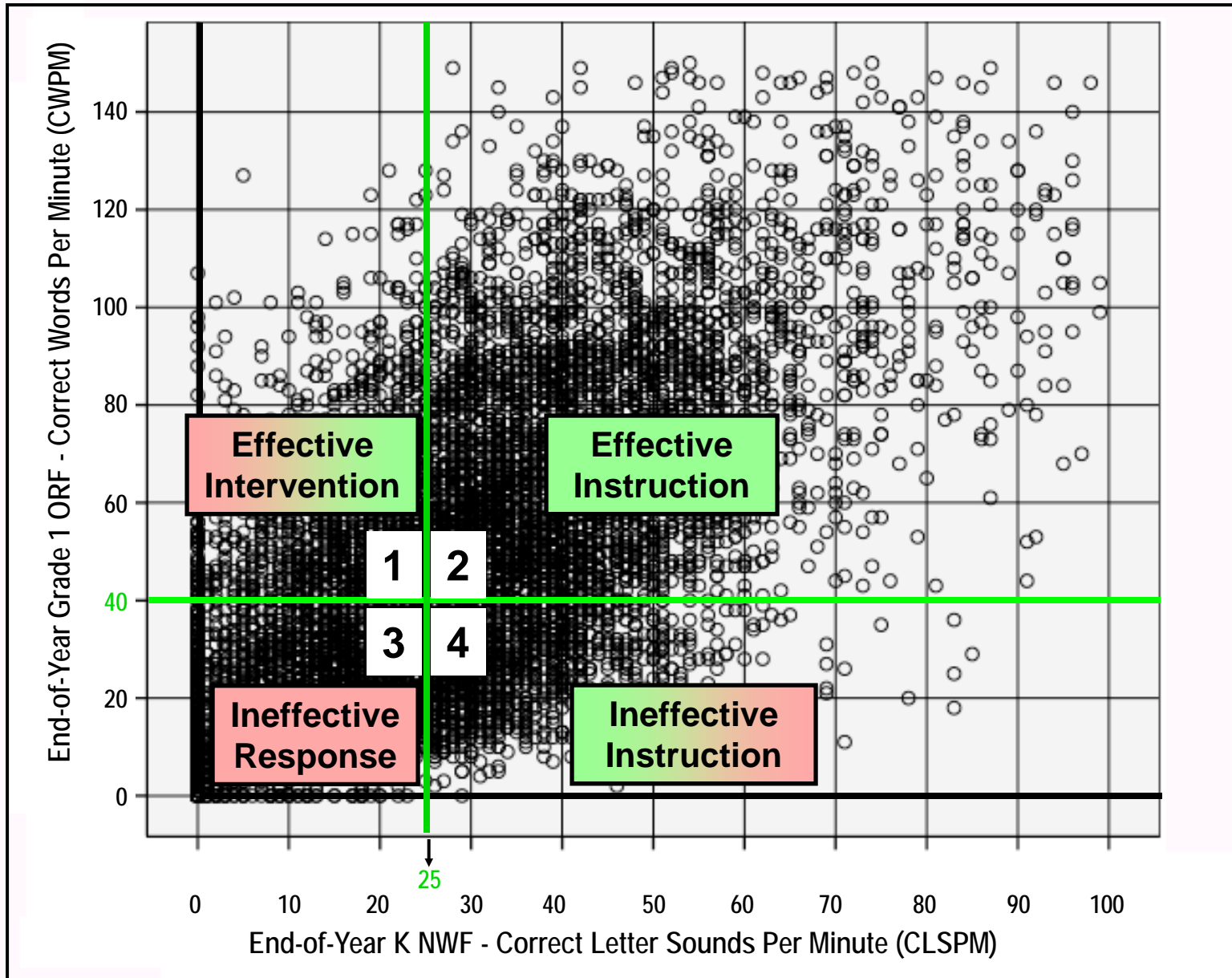


# Performance End of Kindergarten Predicting Performance in Grade 1 - All Students

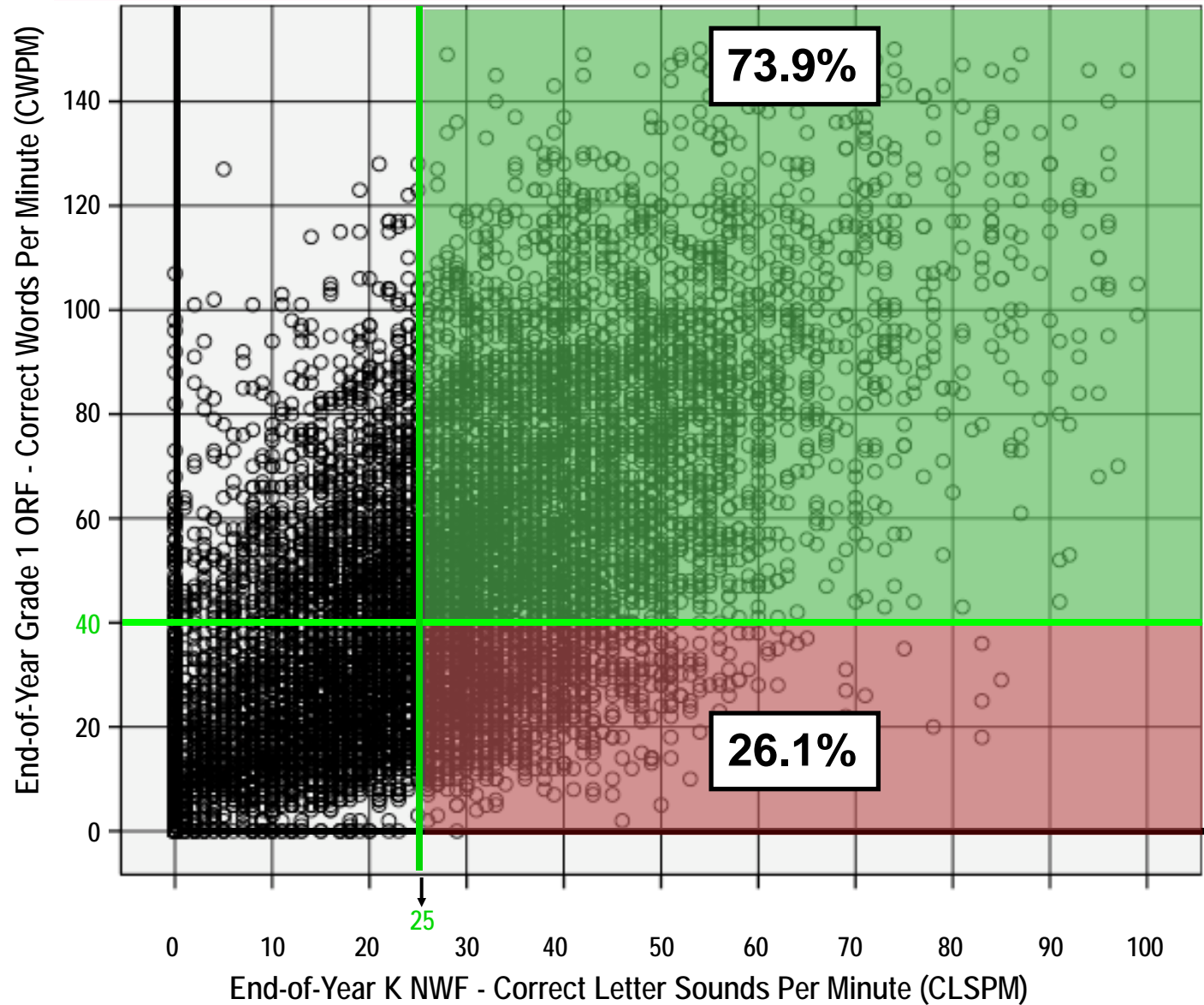
**The relationship between Performance on NWF in K and  
Performance on ORF in Gr. 1 for All Students (n=8021)**

End of Kindergarten NWF Performance	End of Grade 1: Percent Meeting ORF Benchmark
Below benchmark: < 25 (n=3190)	29.6
At or above benchmark: > 25 (n = 4831)	73.9

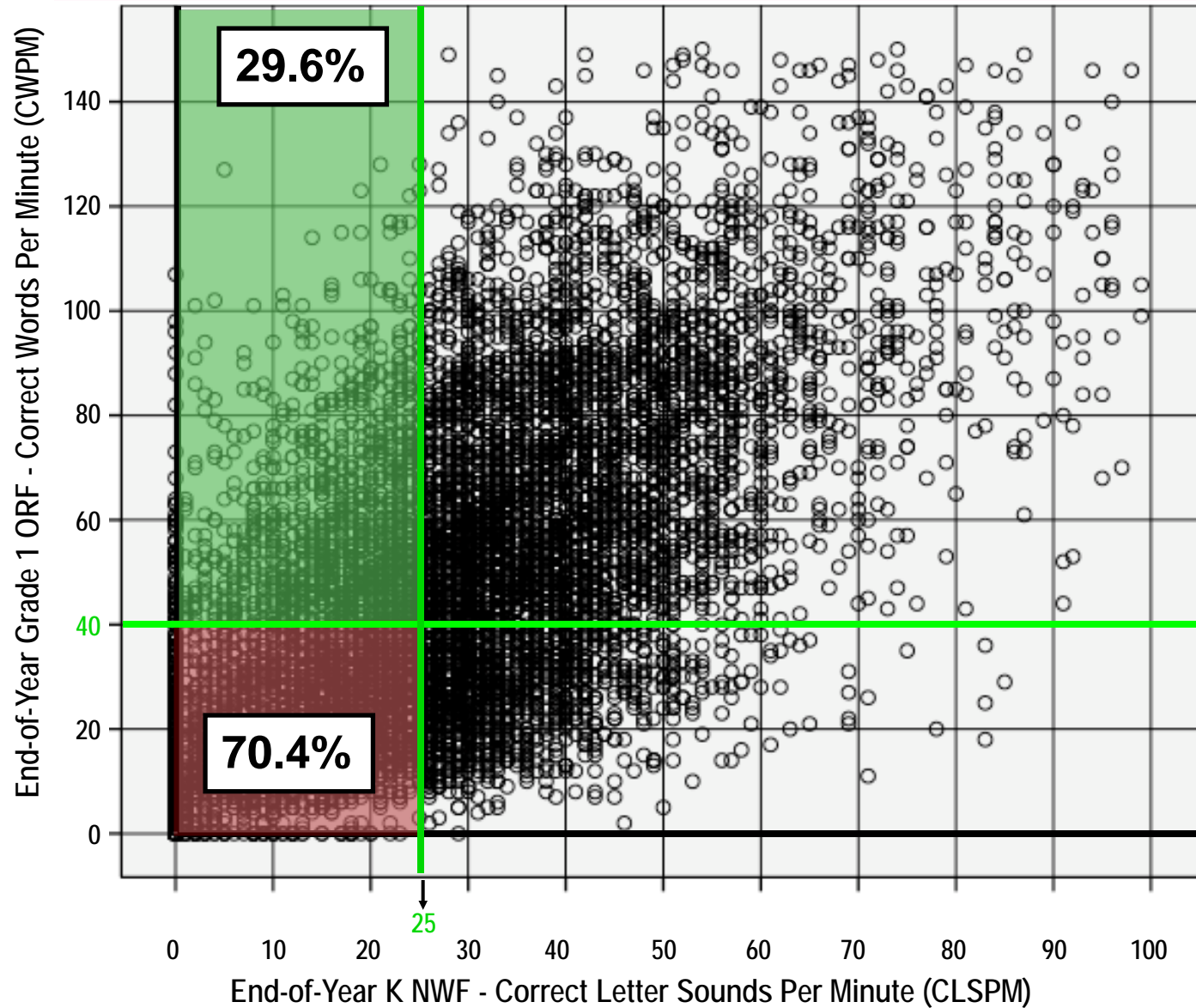
# End of K NWF Benchmark Scores as a Predictor of End of Gr. 1 ORF Benchmark Scores



Odds of Reaching End of Gr. 1 ORF Benchmark *IF*  
Students **Reach** End of K NWF Benchmark



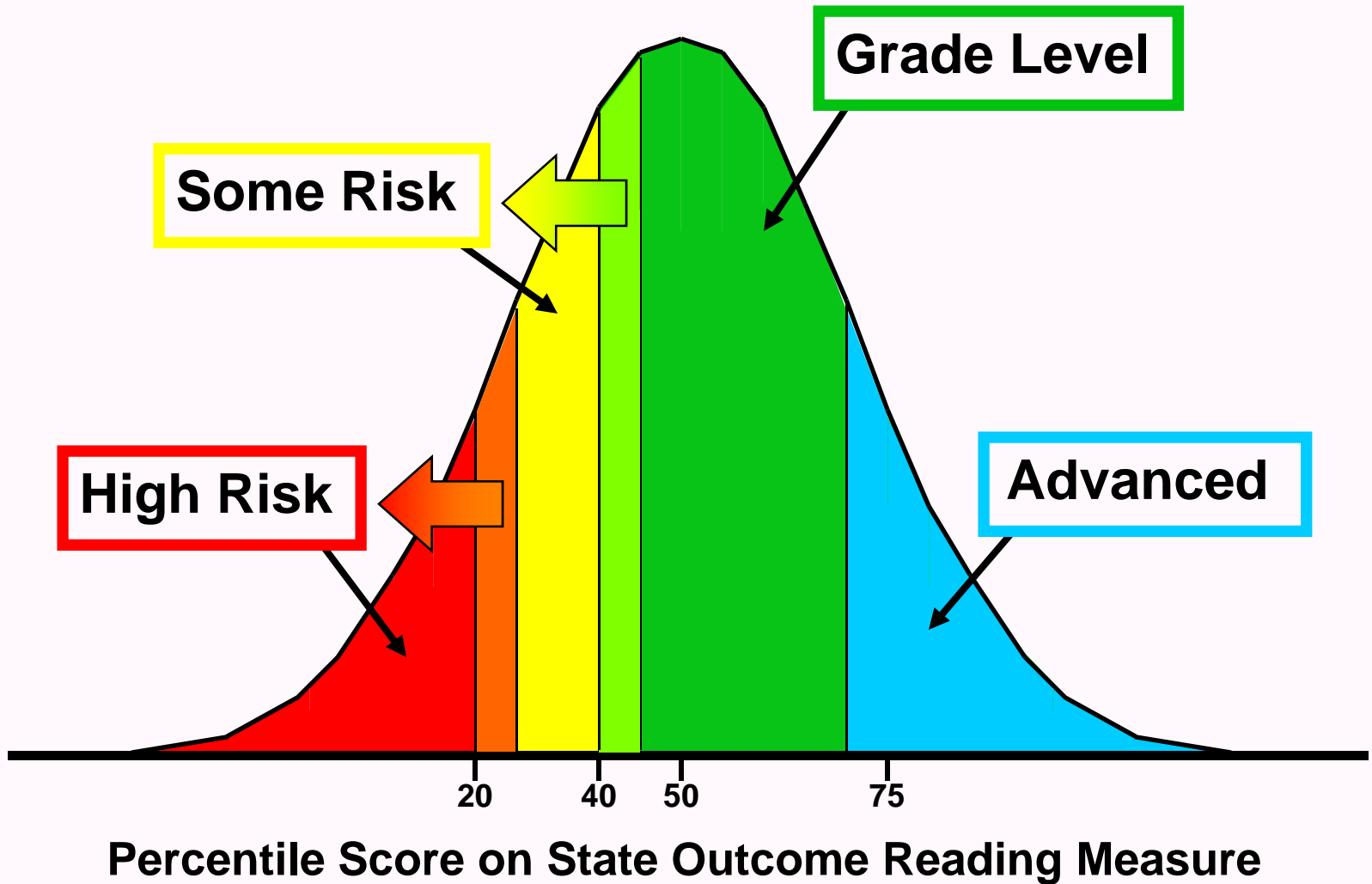
Odds of Reaching End of Gr. 1 ORF Benchmark *IF*  
Students **Do Not Reach** End of K NWF Benchmark



## **Safety Nets Tables**

- 1. In general, for students overall at or above the benchmark - strong odds of reaching future benchmarks**

# Borderline Students



The value of assessing acquisition of the alphabetic principle through use of nonsense words (NWF).

All words are nonsense words until matched to meaning in oral language.

# Performance End of Kindergarten Predicting Performance in Grade 1 - All Students

The relationship between Performance on NWF in K and Performance on ORF in Gr. 1 for All Students (n=8021)

End of Kindergarten NWF Performance	End of Grade 1: Percent Meeting ORF Benchmark
Below benchmark: < 25 (n=3190)	29.6
At or above benchmark: $\geq$ 25 (n = 4831)	73.9
Lowest benchmark interval: 25-29 (n = 1017)	54.0
80% benchmark interval: 45-49 (n = 466)	85.2
90% benchmark interval: 55-59 (n = 236)	92.8
100% benchmark interval: 90-94 (n = 21)	100%

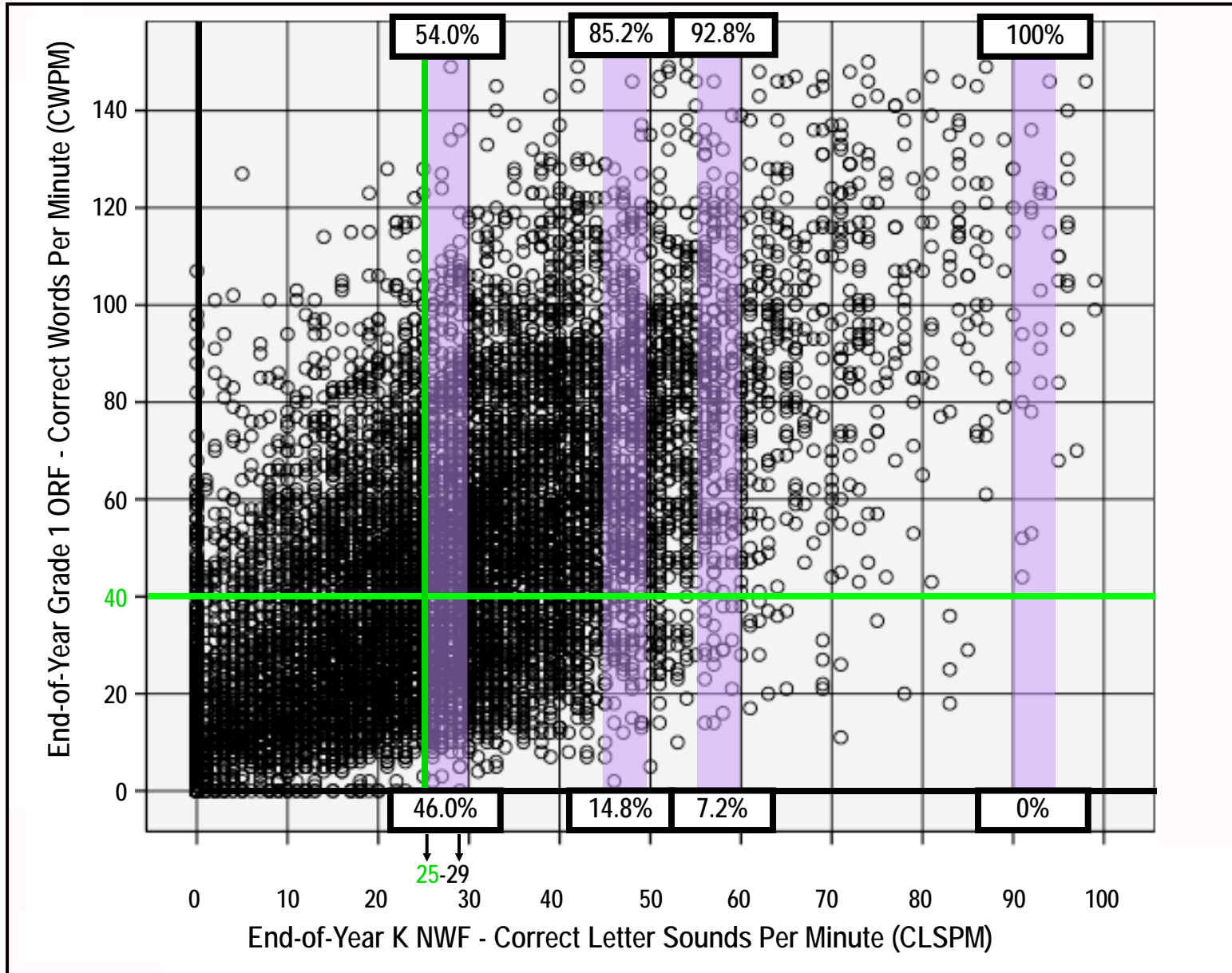
Notes. “Lowest benchmark interval” refers to the lowest 5-point interval that includes the benchmark score.

“80% benchmark interval” refers to the lowest 5-point interval in which at least 80% of the students perform at benchmark on ORF one year later.

“90% benchmark interval” refers to the lowest 5-point interval in which at least 90% of the students perform at benchmark on ORF one year later.

“100% benchmark interval” refers to the lowest 5-point interval in which at least 90% of the students perform at benchmark on ORF one year later.

## Chances of Reaching End of Grade 1 ORF Benchmark Based on End of K NWF Performance Interval



\* Colored bands represent performance intervals of 5 CLSPM: 0-4, 5-9, 10-14, etc.

# Short Safety Net Tables

Table 1A.

The Relation Between Performance on PSF in K and Performance on NWF and ORF in Grade 1 for All Students (n = 8022)

End of Kindergarten PSF Performance	Beginning of Grade 1: Percent Meeting NWF Benchmark	End of Grade 1: Percent Meeting ORF Benchmark
Below benchmark: < 35 (n = 2537)	29.6	35.0
At or above benchmark: $\geq$ 35 (n = 5485)	65.4	66.1
Lowest benchmark interval: 35 – 39 (n = 800)	52.1	54.3
80% benchmark interval: 70 - 74 (n = 99)	88.9	82.8
90% benchmark interval: > 79 (n = 4)	100.0	100.0

Table 2A.

The Relation Between Performance on NWF in K and Performance on NWF and ORF in Grade 1 for All Students (n = 8021)

End of Kindergarten NWF Performance	Beginning of Grade 1: Percent Meeting NWF Benchmark	End of Grade 1: Percent Meeting ORF Benchmark
Below benchmark: < 25 (n = 3190)	19.9	29.6
At or above benchmark: $\geq$ 25 (n = 4831)	76.6	73.9
Lowest benchmark interval: 25 – 29 (n = 1017)	53.8	54.0
80% benchmark interval: 45 – 49 (n = 466)	89.7	85.2
90% benchmark interval: > 94 (n = 71)	100.0	92.8

# Short Safety Net Tables

Table 3A.

The Relation Between Performance on ORF in Grade 1 and Performance on ORF in Grade 2 for All Students (n = 8396)

End of Grade 1 ORF Performance	Beginning of Grade 2: Percent Meeting ORF Benchmark	End of Grade 2: Percent Meeting ORF Benchmark
Below benchmark: < 39 (n = 4505)	5.7	18.4
At or above benchmark: ≥ 39 (n = 3891)	75.9	84.1
Lowest benchmark interval: 40 – 44 (n = 426)	32.4	56.8
80% benchmark interval: 55 -59 (n = 414)	76.3	81.6
90% benchmark interval: > 109 (n = 296)	99.0	99.7

Table 4A.

The Relation Between Performance on ORF Grade 2 and Performance on ORF in Grade 3 for All Students (n = 8004)

End of Grade 2 ORF Performance	Beginning of Grade 3: Percent Meeting ORF Benchmark	End of Grade 3: Percent Meeting ORF Benchmark
Below benchmark: < 90 (n = 4992)	6.6	19.2
At or above benchmark: ≥ 90 (n = 3012)	79.2	87.2
Lowest benchmark interval: 90 – 94 (n = 424)	47.9	64.9
80% benchmark interval: 100 – 104 (n = 344)	71.2	80.5
90% benchmark interval: > 159 (n = 139)	100.0	100.0

# Performance End of Grade 1

## Predicting Performance in Grade 2 - All Students

The relationship between Performance on ORF in Gr. 1 and Performance on ORF in Gr. 2 for All Students (n=8396)

End of Grade 1 ORF Performance	End of Grade 2: Percent Meeting ORF Benchmark
Below benchmark: < 40 (n=4505)	18.4
At or above benchmark: $\geq$ 40 (n = 3891)	84.1
Lowest benchmark interval: 40-44 (n = 426)	56.8
80% benchmark interval: 55-59 (n = 414)	81.6
90% benchmark interval: 65-69 (n = 239)	94.1
100% benchmark interval: 90-94 (n = 141)	100%

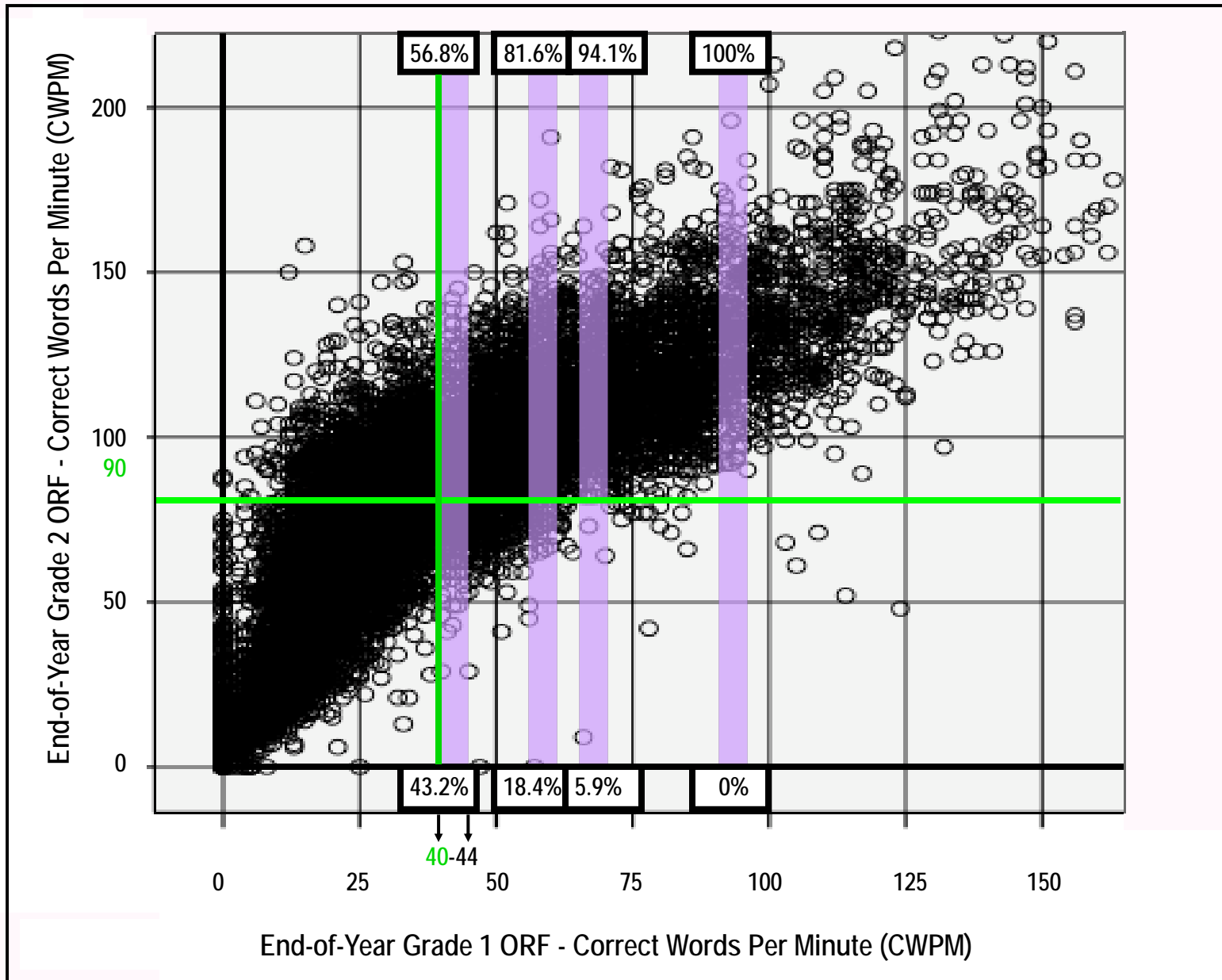
Notes. “Lowest benchmark interval” refers to the lowest 5-point interval that includes the benchmark score.

“80% benchmark interval” refers to the lowest 5-point interval in which at least 80% of the students perform at benchmark on ORF one year later.

“90% benchmark interval” refers to the lowest 5-point interval in which at least 90% of the students perform at benchmark on ORF one year later.

“100% benchmark interval” refers to the lowest 5-point interval in which at least 90% of the students perform at benchmark on ORF one year later.

## Chances of Reaching End of Grade 2 ORF Benchmark Based on End of Grade 1 ORF Performance Interval

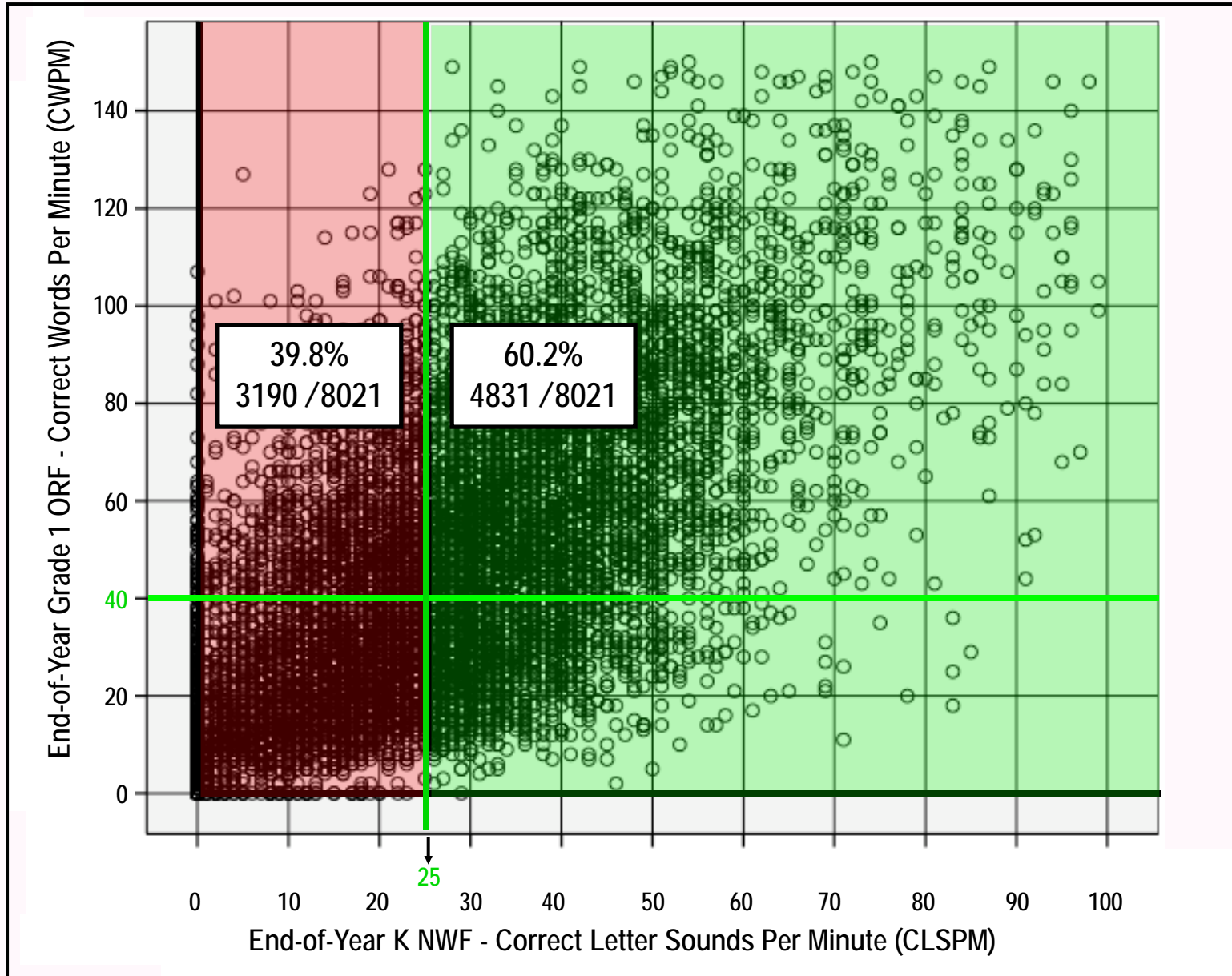


\* Colored bands represent performance intervals of 5 CWPM: 0-4, 5-9, 10-14, etc.

## **Safety Nets Tables**

- 1. In general, for students overall at or above the benchmark - strong odds of reaching future benchmarks**
- 2. For students just at the benchmark - moderate odds of reaching future benchmarks**

# Percent of All Students Reaching End of K NWF Benchmark



## **Safety Nets Tables**

- 1. In general, for students overall at or above the benchmark - strong odds of reaching future benchmarks**
- 2. For students just at the benchmark - moderate odds of reaching future benchmarks**
- 3. Many students do not reach the benchmark**

# Kindergarten Students across 12 states in Western Region

\*High performing = 85<sup>th</sup> percentile

% Intensive K Students Entering Fall	High Performing* % of Students Benchmark at EOY	Average % of Students Benchmark at EOY
60% or more	95.9%	83.4%
50 – 59%	93.8%	74.5%
40 – 49%	95.7%	79.7%
30 – 39%	93.9%	78.8%
20 – 29%	93.8%	77.4%
0 – 19%	100%	84.2%

# Grade 1 Students across 12 states in Western Region

\*High performing = 85<sup>th</sup> percentile

% Intensive K Students Entering Fall	High Performing % of Students Benchmark at EOY	Average % of Students Benchmark at EOY
60% or more	71.4%	57.9%
50 – 59%	77.8%	53.6%
40 – 49%	73.7%	59.2%
30 – 39%	80.3%	63.2%
20 – 29%	81%	64.1%
0 – 19%	89.7%	70.7%

# Grade 2 Students across 12 states in Western Region

\*High performing = 85<sup>th</sup> percentile

% Intensive K Students Entering Fall	High Performing % of Students Benchmark at EOY	Average % of Students Benchmark at EOY
60% or more	63.2%	48%
50 – 59%	63.8%	45%
40 – 49%	71.1%	52.8%
30 – 39%	66.2%	51.3%
20 – 29%	68.6%	54.8%
0 – 19%	87.7%	65.1%

# Grade 3 Students across 12 states in Western Region

\*High performing = 85<sup>th</sup> percentile

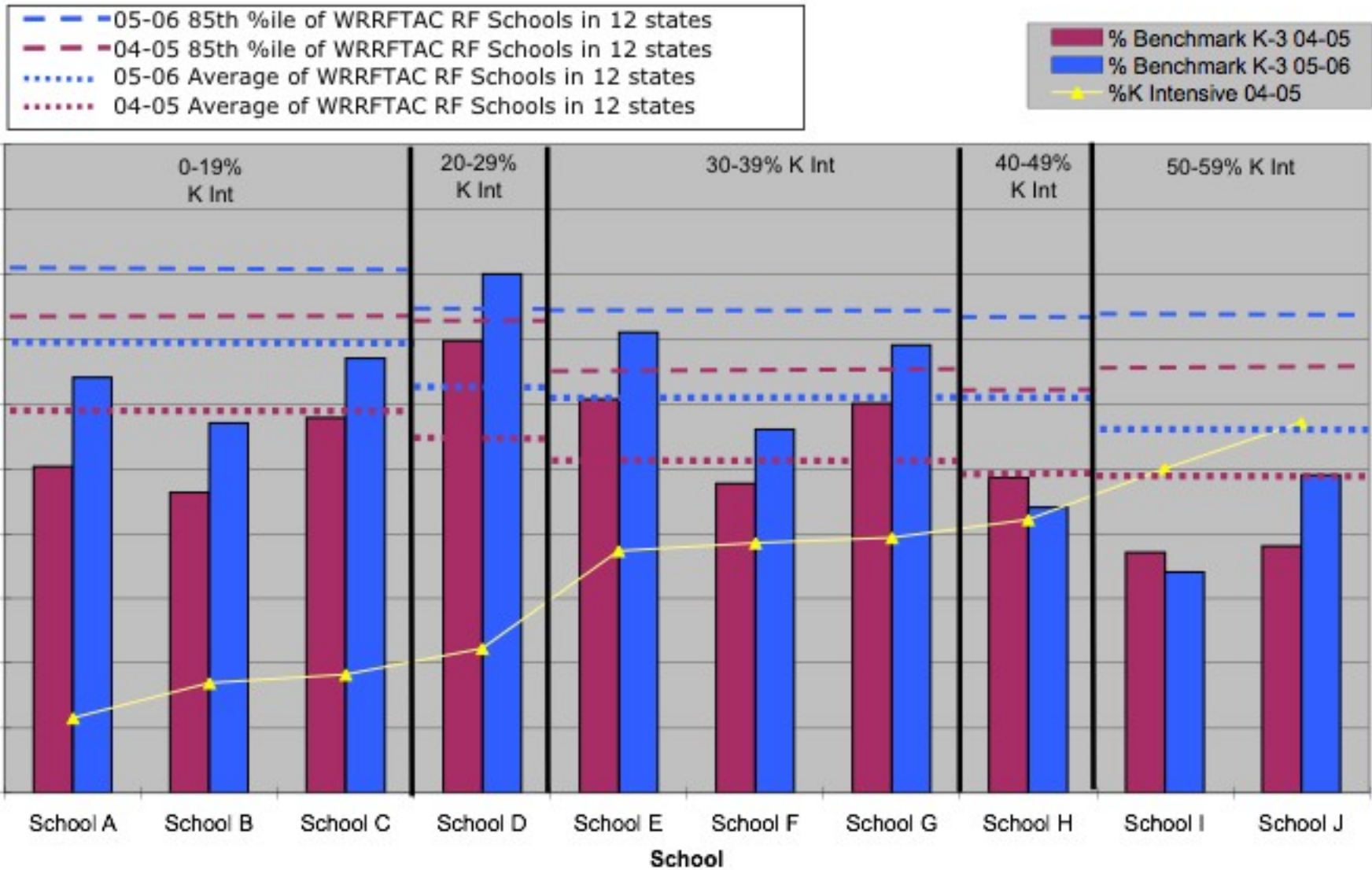
% Intensive K Students Entering Fall	High Performing % of Students Benchmark at EOY	Average % of Students Benchmark at EOY
60% or more	63.3%	47.6%
50 – 59%	64.1%	45.9%
40 – 49%	63.9%	50%
30 – 39%	62.5%	44.9%
20 – 29%	71%	51.8%
0 – 19%	75%	58.3%

**% Students at Benchmark in Spring 2006 by Grade by Challenge Interval:  
85th Percentile Reading First Schools Across WRRFTAC**

	<b>Intervals of School Challenge (% Fall K Intensive Students)</b>					
<b>Grade</b>	<b>0-19%</b>	<b>20-29%</b>	<b>30-39%</b>	<b>40-49%</b>	<b>50-59%</b>	<b>60+%</b>
<b>K</b>	<b>100</b>	<b>94</b>	<b>94</b>	<b>96</b>	<b>94</b>	<b>96</b>
<b>1</b>	<b>90</b>	<b>81</b>	<b>80</b>	<b>74</b>	<b>78</b>	<b>71</b>
<b>2</b>	<b>88</b>	<b>69</b>	<b>66</b>	<b>71</b>	<b>64</b>	<b>63</b>
<b>3</b>	<b>75</b>	<b>71</b>	<b>63</b>	<b>64</b>	<b>64</b>	<b>63</b>

## % K-3 Students At Benchmark in Spring 04-05, 05-06, by School:

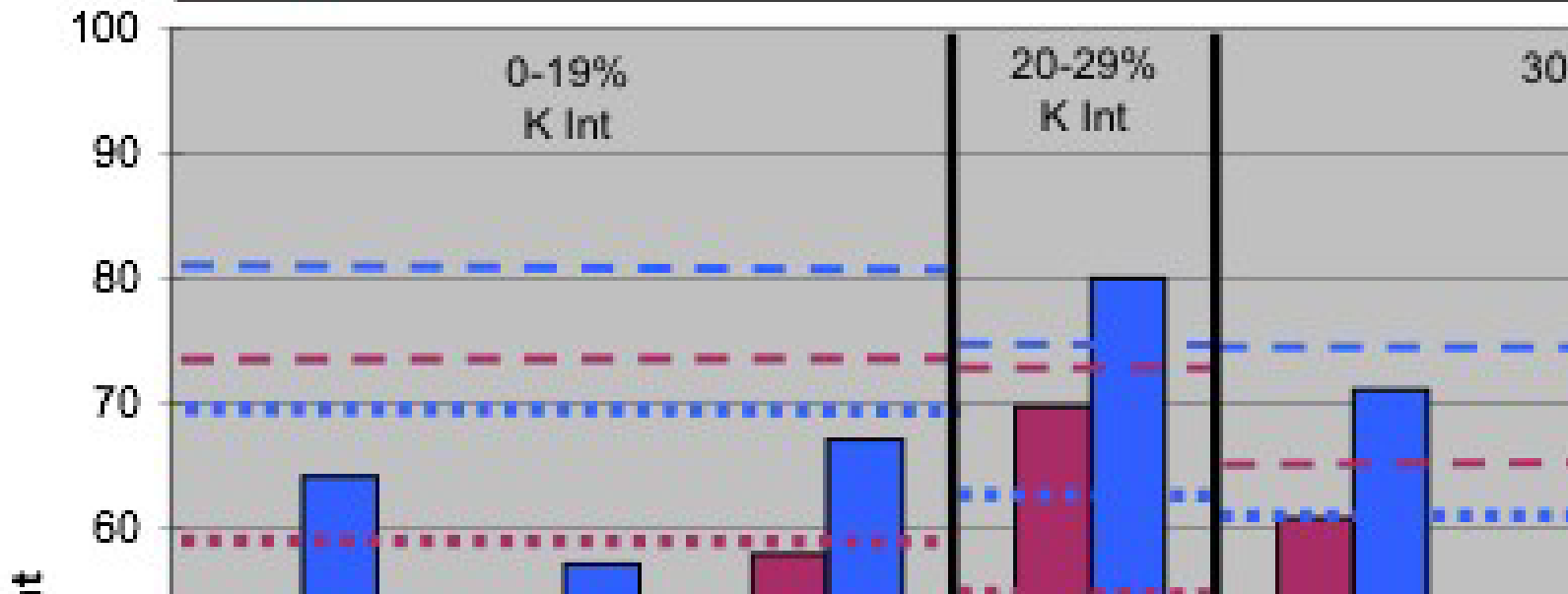
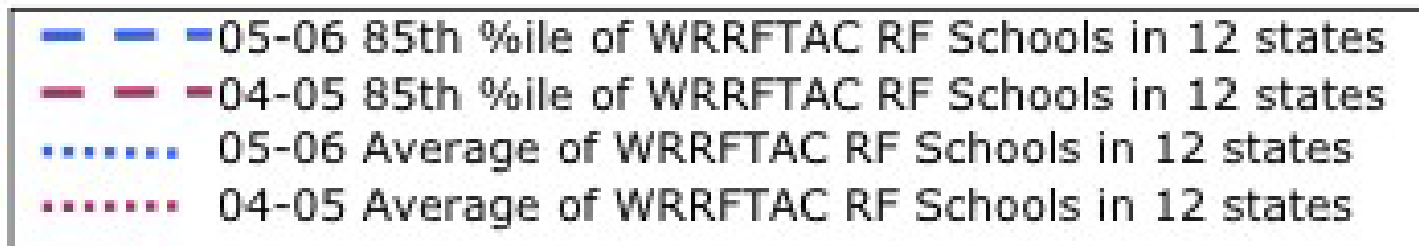
RF Intact Group



# The Dotted Lines

**% K-3 Students At Benchmark in Spring**

**RF Intact**



- 1. Historical Perspective**
- 2. “Just Right” Fluency**
- 3. Safety Net Tables & System-wide Measurement**
- 4. Implications of ORF in an RtI System**

# Response to Intervention (RtI)

The use of the term RtI under IDEA indicates a **diagnostic approach** to determining which students are entitled to special ed. services.

A broader use of the term “response to intervention” refers to a **complete model** for delivering early reading instruction involving much earlier intervention for at risk students rather than the old “wait to fail” model. (Torgesen, 2007)

RtI integrates assessment and intervention within a *multilevel prevention* system.

Oral reading fluency data plays an important role within RtI in driving instructional decision making.

As we gather more data and information using ORF we will be better able to refine this decision making process (i.e Reading First).

Does *your* data match  
a Three-tiered Model?

What kind of model fits your data?

# Tier 1

What happens when the school's profile is upside down, i.e. 60-80% intensive?

Is a typical comprehensive core program appropriate when majority are intensive?

# Tier 2

Secondary prevention entails providing these at-risk students **the most robust reading instruction possible** with as much time as students need to be successful, i.e. interventions delivered in small groups or with tutoring, powerful enough to accelerate reading development toward grade level standards. (Torgesen, 2007)

# Tier 3

Tier 3 for many practitioners connotes special education referral *instead of* “meeting the needs”.

“...tertiary prevention for persistent non-responders to receive a multidisciplinary team evaluation and identification for individualized programming in special education.” (Fuchs & Fuchs, 2008)

WHAT'S THE **EVIDENCE** THAT  
STUDENTS ARE RECEIVING  
GENERALLY EFFECTIVE  
INSTRUCTION?

A Blast from the Past:

APTITUDE TREATMENT INTERACTION

**High Risk Students have  
different needs than Low  
Risk Students!**

# Typical High Risk Students Needs

- Explicit instruction (MLT)
- Building of attention span
- Frequent opportunities to respond
- High percentage of correct responses (e.g. 70-80% during introduction of new; 90-95% practiced)
- Positive Behavioral support (frequent praise on successful task performance/ completion; incentives for attending; point systems etc.)

# Recommendation for consideration with Tier One

- Intervention Core Reading Programs from the beginning of kindergarten for HR students
- Placing students from initial screening results into programs that are more explicit, with smaller steps and greater cumulative review
- Accompanied by *frequent* progress monitoring, comprehensive data gathering, and early and regular regrouping opportunities

# What Can Be Done!

- Powerful Combination of ORF and DI Curriculum
- Reduction of SPED referrals
  - Springfield, Oregon
  - Bureau of Indian Education

# Consider Reading Performance Kinder and First grade

## Kindergarten

- MOY NWF = 13
- EOY NWF = 25 **MINIMALLY**

## First

- MOY ORF = 20
- EOY NWF = 50 **MINIMALLY**
- EOY ORF = 40 **MINIMALLY**

# Gratitude

- Dave Howe, CTL
- Scott Baker, CTL & PIR
- Kathy Howe, CTL
- YOU!!!!

# Contact Information

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