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Measuring the effectiveness of the LARRC reading comprehension interventions

Tiffany P. Hogan & LARRC
University of Nebraska - Lincoln



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LARRC = Language and Reading Research Consortium

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Investigators: Laura Justice (PI) Diane Nielsen
Shelley Gray (Co-PI) Laida Restrepo
Hugh Catts (Co-PI) Mindy Bridges
Tiffany Hogan (Co-PI) Stephen Petrill
Kate Cain (Co-PI) Ann O'Connell
Jim Bovaird
Richard Lomax
Shayne Piasta



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Denise Meyer
Julie Peterson
Miki Herman

Post Docs: Jill Pentimonti
Janet Capps

Teachers, administrators, students, assessors, and families



Outline

- Goal for assessment
 - Why does assessment have a bad reputation?
- Assessment considerations
 - LARRC as an example

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Why assess children?

- Uncover 'hidden' difficulties
 - Before reading instruction
 - After reading instruction begins
- Inform Instruction
- Measure response

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Why does assessment have a bad reputation?

- Time consuming
- Doesn't measure desired outcome
- Doesn't measure what we teach
- May negatively shape instruction
 - Some may teach to the test

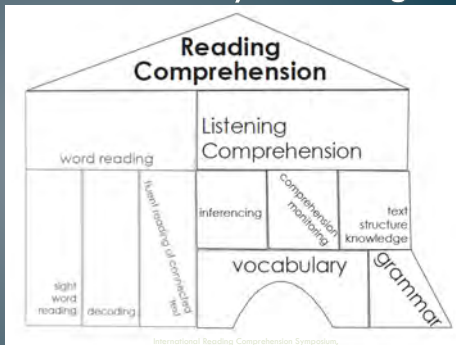
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Assessment Considerations

Examples from LARRC

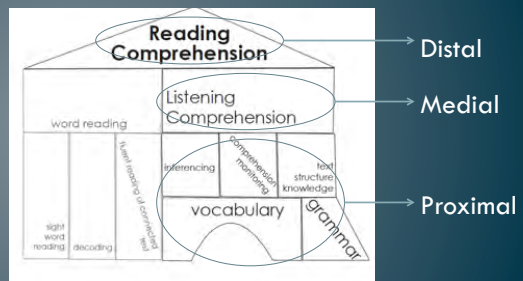
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LARRC Theory of Change



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Proximal Measures

- Often referred to as CBMs (Curriculum-Based Measures)
 - Measure what is taught
 - Ideally they are quick and easy to score
 - Provide diagnostic information to inform instruction
 - May be dynamic, including scaffolding and/or teaching strategies

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Examples from LARRC CBMs

Part 1: COMPREHENSION MONITORING PROBE	
Book Needed: <i>Three Hens and a Peacock</i>	
<p>Before reading, state: "Today we are going to read a few pages from <i>Three Hens and a Peacock</i>. Remember that when you read or listen to a story it's important to stop and ask yourself: "Then... does this make sense?" Listen carefully, and think about all the fix-up strategies you can use to help in case I read something that doesn't make sense."</p>	
<p>Questions 1</p> <p>Begin reading the book. Stop reading after the first page and say: "Then... I don't know what that is. Can you tell me what fix-up strategy I could use to figure out what that is?"</p> <p>If the child does not suggest a fix-up strategy probe with: "Sometimes if I don't know what a word means, I can ask a friend or teacher for help. What is another fix-up strategy could I use to figure out the meaning of read?"</p>	<p>Questions 1</p> <p>2 pt ... Child suggests one of the following: looking for picture clues, re-reading the sentence or asking a friend/teacher.</p> <p>1 pt ... Child suggests looking for picture clues or re-reading the text.</p> <p>0 pt ... Child does not suggest a fix-up strategy.</p>
<p>Questions 2</p> <p>Continue reading <i>Three Hens and a Peacock</i>. Read through the bottom of the fourth page, which ends with: "She is afraid his fancy feathers and set to clucking."</p> <p>Say: "What is a hen? It's a little bit confused. What is a peacock doing on a farm? Peacocks don't usually live on farms! What is a fix-up strategy I could use to help me understand what's happening in this story?"</p> <p>If the child does not suggest a fix-up strategy, probe with: "I would look at the picture to see if it helps me figure out why a peacock is on the farm. What else could I do to figure out what that means?"</p>	<p>Questions 2</p> <p>2 pt ... Child suggests re-reading the text or looking for picture clues.</p> <p>1 pt ... Child suggests re-reading the text.</p> <p>0 pt ... Child does not suggest a fix-up strategy.</p>

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Examples from LARRC CBMs

Part 2: TEXT STRUCTURE PROBE
Materials Needed: Chimpanzee Images, Plainly Images, and Desert Animals

Before playing the passage say, "Today I have a picture of an animal to show you. I will play a passage to you about the animal. Listen carefully so you can tell me the main idea. Are you ready?"

Lay out the image of the chimpanzee, but do not name it. Play the passage.

Chimpanzees are jungle animals who are a lot like people. They eat plants and meat like we do, but chimpanzees will also eat leaves, bark and logs. Chimpanzees walk on their feet like people, but they also rest on their knuckles. Just like people, chimpanzees can walk upright. Chimpanzees can use sticks or other tools to help them get food or defend themselves against people also. Chimpanzees spend their time in trees and on the ground, but unlike people, the chimpanzee will usually sleep in a tree where it builds a nest for the night so it doesn't fall prey to its enemies. The leopard is the chimpanzee's main predator, but leopards are also a threat to them.

QUESTION 1A
After playing the passage say, "What was the main idea? I will give you three choices. Listen carefully so you can tell me the main idea." As you read each sentence look up a finger for each one.

Number 1: Chimpanzees can use sticks or other tools to help them get food.
Number 2: Chimpanzees are a lot like people.
Number 3: Chimpanzees walk on their feet.

"What was the main idea?" Circle the student's response and score it (the correct response is B, 2 points). The child can respond by giving the sentence number correctly or with their finger, if the child responds verbally, record responses that approximate the sentence. The child does not need to state the sentence exactly word for word.

QUESTION 1B
Now prompt for the topic, say, "What is the best title for my passage? I am going to give you three choices." Use the same procedure as above.

Number 1: Jungles
Number 2: Chimpanzees
Number 3: Leopards

"What is the best title for my passage?"

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Examples from LARRC CBMs

Part 2: TEXT STRUCTURE PROBE
Materials Needed: Crayfish Images and Statistics of Australia

Examiner says, "I'm going to tell you a story. Please listen carefully. When I'm done you are going to tell me the same story. Are you ready?"

Yesterday, Jasmine was quietly reading a book in her bedroom that was about really little bugs. She tried to read but her younger brother kept standing her book away. Jasmine was mad because her brother was bothering her. Then she decided to ask her brother if he wanted to read too. Jasmine asked, "Do you want to read with me?" Her brother said "Yes, I want to read too." Then, Jasmine finds out her brother on her lap because he wanted to read with her. After they finished reading, Jasmine was happy because they read the book together. When they finished reading the book, they got ready for bed.

Examiner says, "Thanks for listening. Now you tell me that story."

Item Description	Item ID	Item Points	Item Points	Subtotal (1 of 10 items) (0-10)
Directions	000001	0	0	0
Listening	000002	10	10	10
Writing (P)	000003	10	10	20
Fluency	000004	10	10	30
Plan	000005	10	10	40
Attempt (A)	000006	10	10	50
Comprehension (C)	000007	10	10	60
Fluency (F)	000008	10	10	70
Writing/Fluency	000009	10	10	80
Subtotal (10 of 10 items) (0-100)				80

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Medial Measures

- Measures ability to generalize to new text
- Isolates language influence
 - No word reading
- Qualitative Reading Inventory Listening Comprehension
 - Explicit knowledge questions
 - Inference questions

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Distal Measures

- Measures attainment of THE ULTIMATE GOAL = reading comprehension
 - Combines all subcomponent skills
 - Ability to understanding new text
- Same format as listening comprehension measure, however child reads text

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Progress Monitoring

- Measures response over time
- Requires equated test difficulty
- Example: *Test of Narrative Retell*
<http://www.languagedynamicsgroup.com>

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Test of Narrative Retell (TNR)

- Petersen, D. B., & Spencer, T. D. (2010). *Narrative Language Measures*. <http://www.languagedynamicsgroup.com>
- Short narratives based on common experiences for young children in the US
- Equated on:
 - Story Grammar
 - 108-110 words

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Test of Narrative Retell (TNR)

- Story Grammar
 - Opening with time element
 - Main **Character** is named 6 times
 - Secondary Character is unnamed
 - **Setting** (Main Character's initial activity and general location)
 - Initiating Event (**Problem**)
 - Internal Response (**Emotion**) related to the Problem
 - **Plan**
 - **Attempt** by Main Character to solve the Problem (Main Character asks the Secondary Character for help)
 - **Consequence** (the Secondary Character helps the Main Character)
 - **Ending** (what results from the Secondary Character's help)
 - Reaction (**Ending Emotion** related to the Consequence)

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