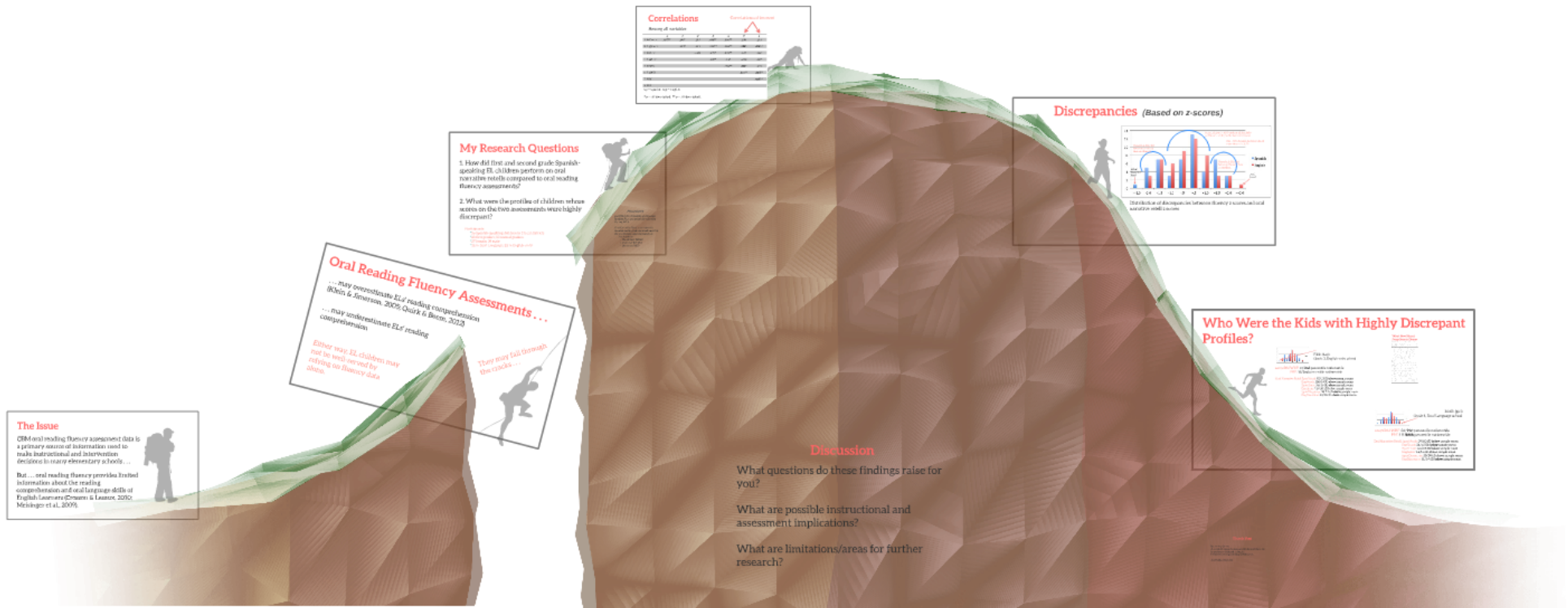


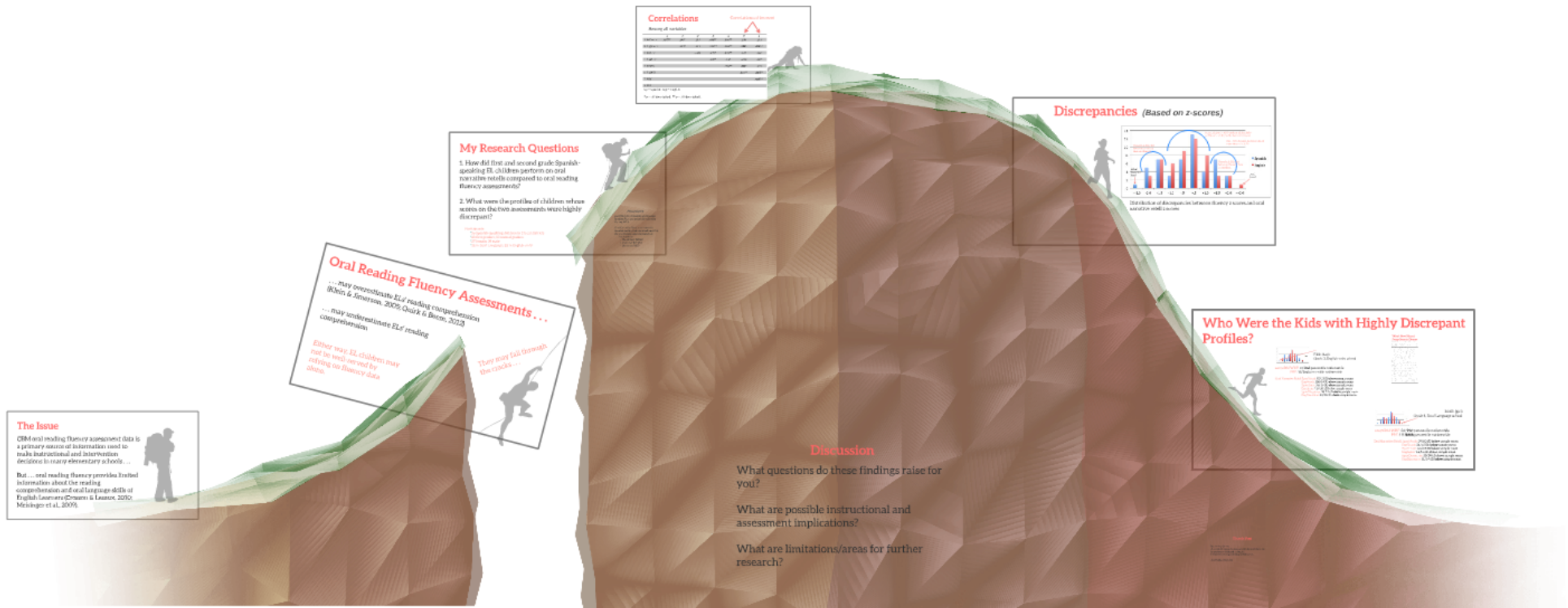
# Using oral retell assessments to complement CBM reading data for Spanish speakers: Fluency isn't enough!

Dr. Audrey Lucero  
University of Oregon College of Education



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# The Issue

CBM oral reading fluency assessment data is a primary source of information used to make instructional and intervention decisions in many elementary schools . . .

But . . . oral reading fluency provides limited information about the reading comprehension and oral language skills of English Learners (Crosson & Lesaux, 2010; Meisinger et al., 2009).



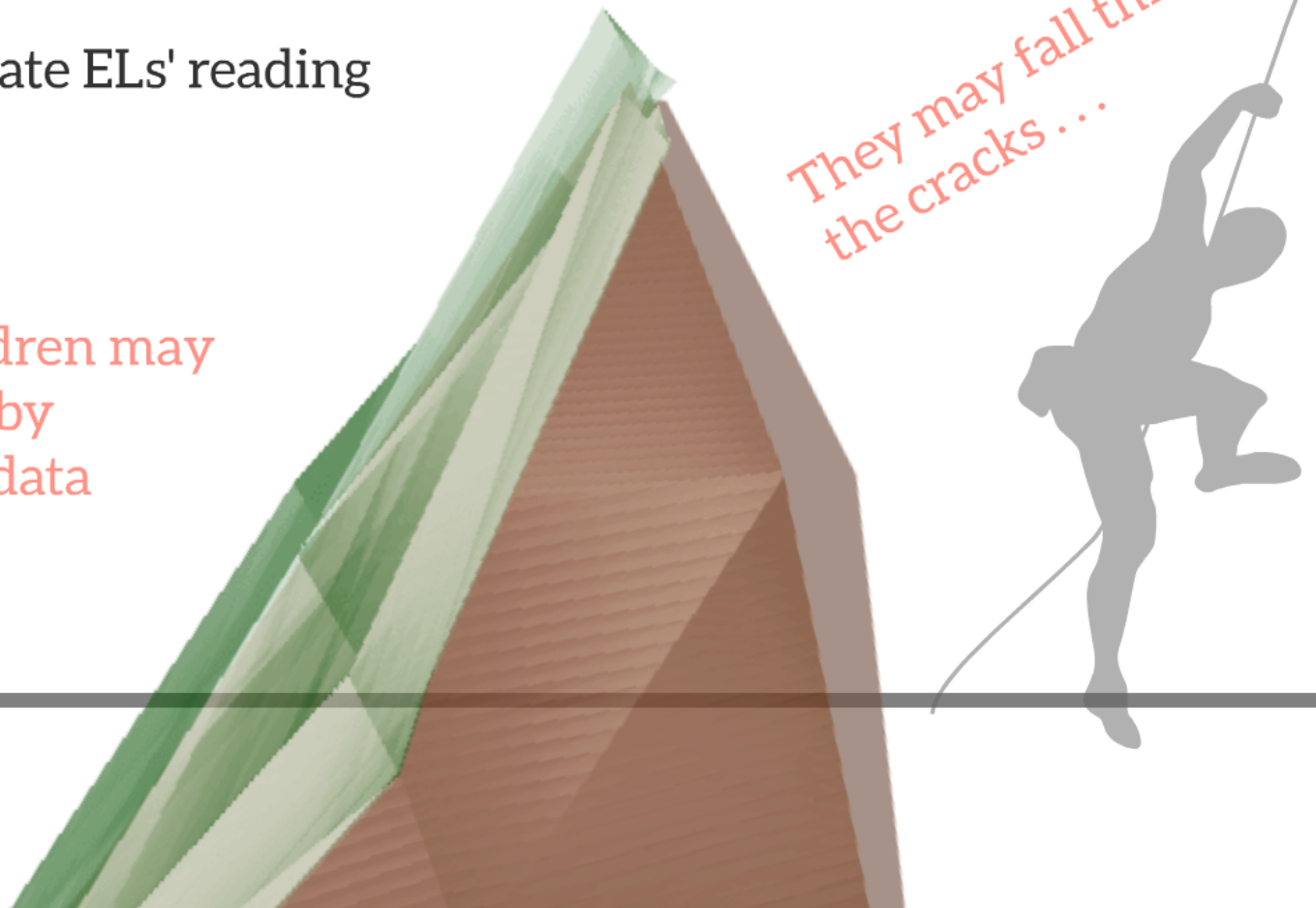
# Oral Reading Fluency Assessments ...

... may overestimate ELs' reading comprehension  
(Klein & Jimerson, 2005; Quirk & Beem, 2012)

... may underestimate ELs' reading comprehension

Either way, EL children may not be well-served by relying on fluency data alone.

They may fall through the cracks ...



# My Research Questions

1. How did first and second grade Spanish-speaking EL children perform on oral narrative retells compared to oral reading fluency assessments?
2. What were the profiles of children whose scores on the two assessments were highly discrepant?

## Participants:

- \*56 Spanish-speaking children in 2 local districts
- \*23 first graders; 33 second graders
- \*27 female; 29 male
- \*26 in Dual Language; 30 in English-only

## Procedures

easyCBM Word Reading and Passage Reading Fluency assessed by districts (Spring 2013)

Oral Narrative Retells conducted in Spanish and English one week apart by me and research asst. (Spring 2013)

Analyzed for:

- Vocabulary (NDW)
- Grammar (MLUw)
- Discourse (NSS)





## 2. What were the profiles of children whose scores on the two assessments were discrepant?

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# Correlations

Among all variables

Correlations of interest



	2	3	4	5	6	7	8
1. SpVocab	.657**	.291*	.245	.866**	.650**	.249	.230
2. EngVocab		.284*	.213	.582**	.862**	<b>.358*</b>	<b>.430**</b>
3. SpGram			-.048	.275*	.433**	.127	.128
4. EngGram				.295*	.125	-.030	.007
5. SpNSS					.592**	<b>.290*</b>	.253
6. EngNSS						<b>.431**</b>	<b>.465**</b>
7. WRF							<b>.935**</b>
8. PRF							

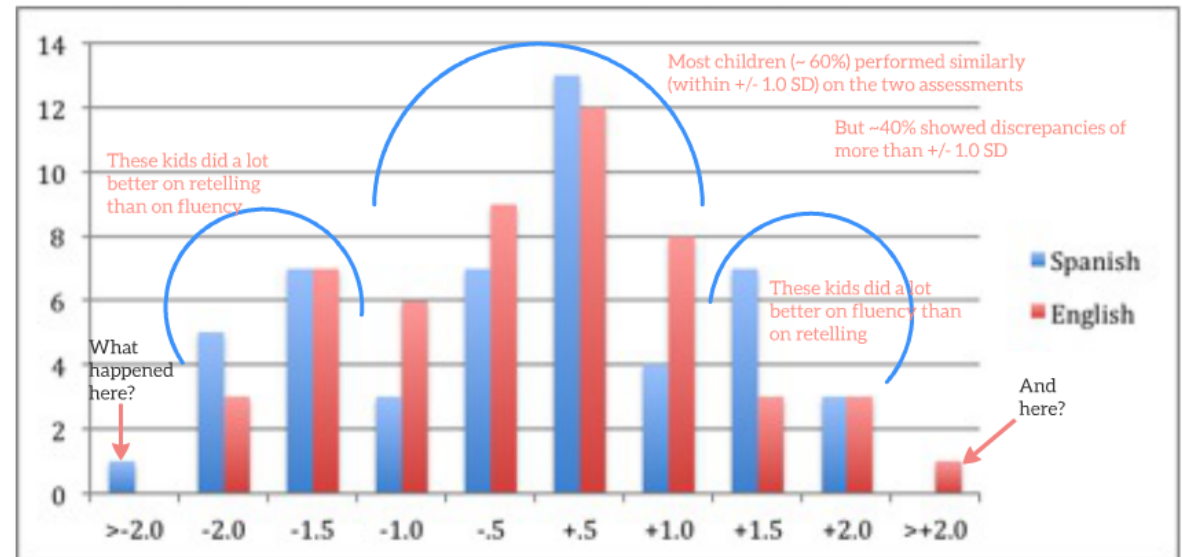
Sp = Spanish; Eng = English

\*  $p < .05$  (two-tailed). \*\*  $p < .01$  (two-tailed).



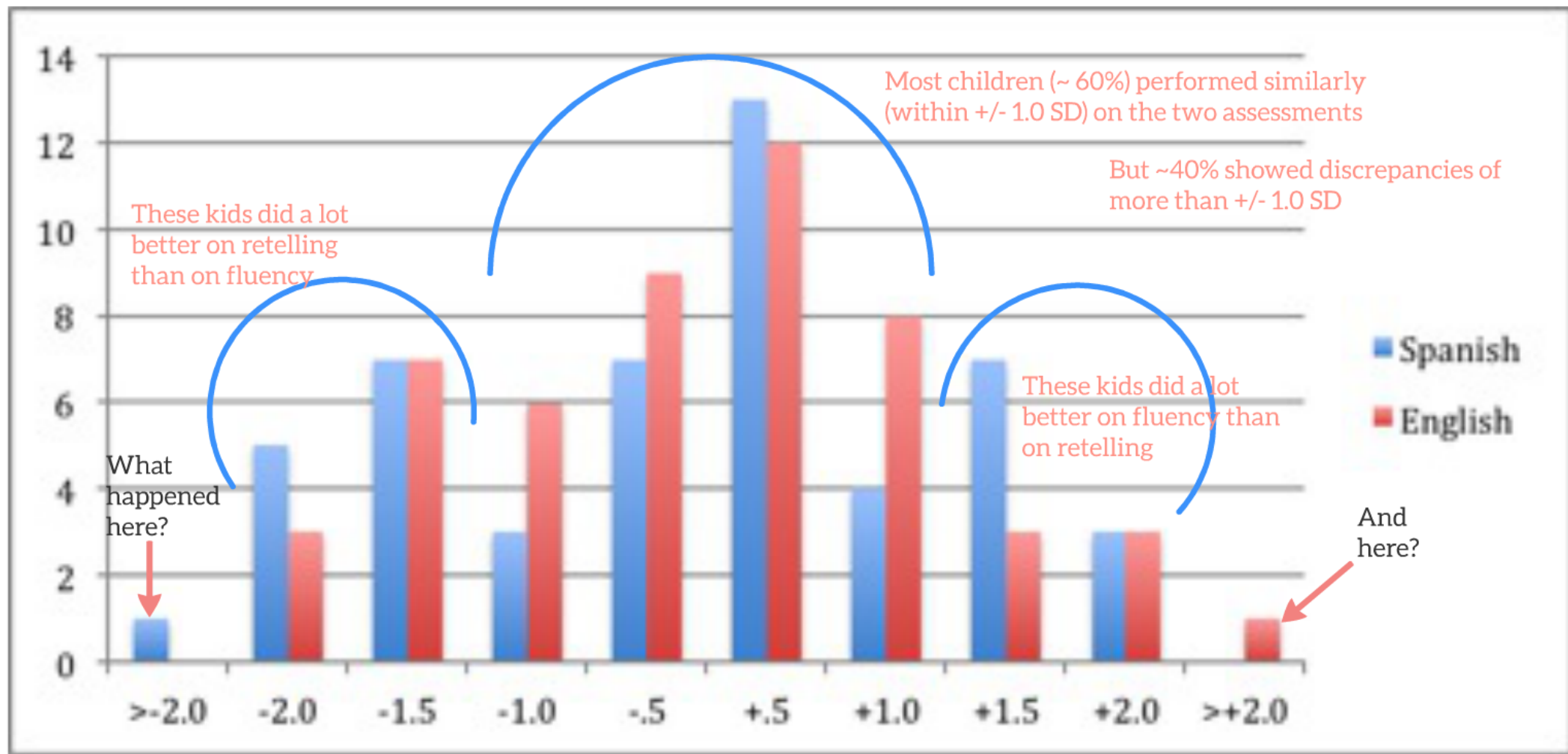


# Discrepancies *(Based on z-scores)*



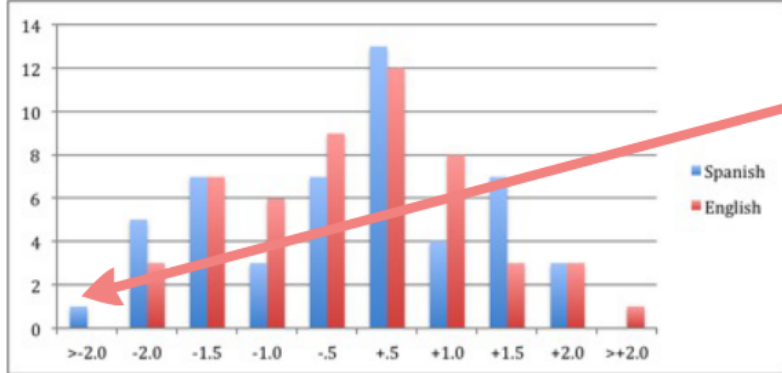
Distribution of discrepancies between fluency z scores and oral narrative retell z scores

# ies (Based on z-scores)



Distribution of discrepancies between fluency z scores and oral narrative retell z scores





F.R.R. (boy)

Grade 2, English-only school

easyCBM WRF: 13/**2nd** percentile nationwide

PRF: 16/**2nd** percentile nationwide

Oral Narrative Retell SpanVocab: 92/1.3 SD **above** sample mean

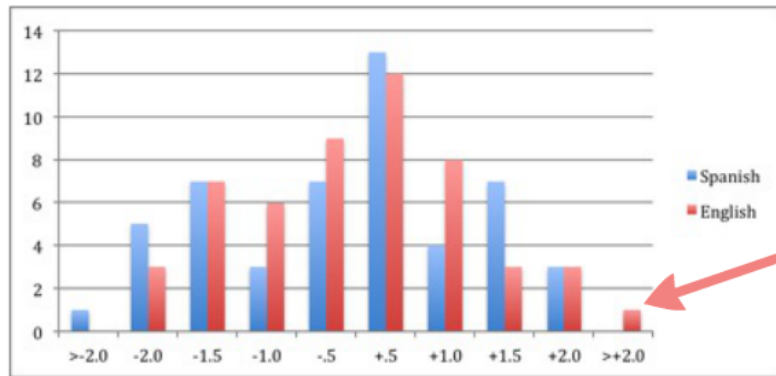
EngVocab: 108/1.4 SD **above** sample mean

SpanGram: 7.6/.07 SD **above** sample mean

EngGram: 7.3/-.30 SD **below** sample mean

SpanDiscourse: 28/1.2 SD **above** sample mean

EngDiscourse: 22/.28 SD **above** sample mean



B.MR. (girl)

Grade 1, Dual Language school

easyCBM WRF: 84/**91st** percentile nationwide

PRF: 111/**84th** percentile nationwide

Oral Narrative Retell SpanVocab: 39/.80 SD **below** sample mean

EngVocab: 24/1.5 SD **below** sample mean

SpanGram: 6.6/.07 SD **below** sample mean

EngGram: 9.6/1.6 SD **above** sample mean

SpanDiscourse: 20/.09 SD **above** sample mean

EngDiscourse: 11/1.4 SD **below** sample mean



# What they Heard:

## *Frog Goes to Dinner*

A boy was getting dressed in his bedroom. His pet dog, frog and turtle watched as he put on his best clothes.

While the boy was petting the dog, the frog jumped into his coat pocket. The boy didn't know he was there.

As the boy left with his family, he waved and said "Goodbye" to his pets. The frog waved goodbye too.

When the boy and his family arrived at a fancy restaurant, the doorman helped them out of the car. The frog peaked out of the boy's pocket but no one noticed him.

The boy and his family sat down at a table in the restaurant. While they were looking at the menus, the frog jumped out of the boy's pocket towards the band.

The frog landed right in the man's saxophone! "Squeak" went the saxophone.

The man looked inside the saxophone to see why it made that awful noise.

Then the frog fell out of the horn and landed right on the saxophone player's face!

The saxophone player was so surprised that he fell backwards into the drum.

The drummer yelled at the saxophone player, "Look what you did to my drum- it's broken!" While they were arguing, the frog jumped away on a plate of lettuce salad.

The waiter didn't notice the frog. He served the salad to a woman.

Just as she was about to take a bite, the frog popped out of the lettuce. The woman was shocked to see the frog.

She screamed and fell back on her chair. The frog was frightened and he jumped away.

There was a man at the next table who was having a glass of wine with his wife. The frog landed right in his glass.

The woman complained to the waiter about getting a salad with a frog in it. She was very angry!

Meanwhile, when the man went to take a sip of his drink, the frog kissed him right on the nose.

The angry waiter was about to grab the frog who was waving goodbye to the man and his wife.

The waiter, who had caught the frog, was going to throw him out of the restaurant. But the boy saw the waiter carrying his frog and shouted, "Hey, that's my frog!" The boy's mother told him to be quiet.

The boy asked the waiter to give him back his frog.

The angry waiter told the boy and his family, "Take your frog and get out of this restaurant at once. Don't you ever bring that frog in here again!"

On the way home the boy's family was angry with him. The frog had ruined their dinner!

When they got home the boy's father scolded him, "You go to your room and stay there!" The dog and the turtle peaked around the corner to see what was going on.

When they got in his room, the boy and the frog laughed about everything that had happened at the restaurant. The more they thought about it, the more they laughed.



# Discussion

What questions do these findings raise for you?

What are possible instructional and assessment implications?

What are limitations/areas for further research?

# Thank You!

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