



**Florida School for  
the Deaf & the Blind**

*Do More. Be More. Achieve More.*

# **S<sup>3</sup>RF - Signed/Spoken/Silent Reading Fluency**

TA Live!

October 9, 2019

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# What is fluency?!

- **Turn & Talk** (discuss with your colleagues using the chat box)
- Share out with large group
- After this session, read the ILA Literacy Leadership Brief: “Why Reading Fluency Does Not Mean Reading Fast” (2018)

National Reading Panel's Definition Definition (2000)	Tim Rasinski's Definition (2014)	Sue Rose's Definition (2007)	Susan Easterbrooks' and Sandra Huston's Definition (2015)
<p>The National Reading Panel (NRP) defines fluency as the ability “to <b>read orally</b> with <b>speed</b>, <b>accuracy</b>, and <b>proper expression</b>.”</p>	<p><b>Automaticity</b> in word recognition is essential to fluency, which is the bridge between vocabulary and comprehension.</p> <p><b>Reading speed</b> is an <u>indicator of</u> word recognition automaticity, but reading speed is <b>not</b> word recognition automaticity. We <b>don't</b> teach automaticity through instruction on reading speed.</p> <p><b>Prosody</b> is expressiveness in reading.</p>	<p>There are two types of fluency to measure: <b>silent reading fluency</b> and <b>oral/signed reading fluency</b>. Each requires different tools to measure.</p> <p>Rose suggests that we should look <b>beyond</b> just the oral/signed reading fluency to see how kids are processing what they read silently.</p>	<p><b>Fluency</b> requires the child to go beyond the simple reading of words at an appropriate rate, but in addition requires him or her to form a mental visualization of the printed English text and then render it expressively, whether through spoken English, English-like signing, ASL, or a combination thereof.</p> <p><b>Reading fluency</b> in signing deaf children contains accuracy, fluency envelope, and visual grammar</p> <p><b>Accuracy:</b> The ability of the signer to render the concepts in English print text into a signed format that has equivalent conceptual meaning.</p> <p><b>Fluency envelope:</b> The overall visual appearance of an individual who is signing while reading, with or without voice, which gives the visual impression that he or she is a good reader or not a good reader</p> <p><b>Visual grammar:</b> Those key elements of signing, whether in an English-like mode or ASL, which demonstrate to the observer that the reader is visualizing the meaning of the text</p>

# Our working definition . . .

- When we reference reading fluency we mean . . .
  - **Signed Reading Fluency:** automaticity, accuracy, prosody, chunking, fluency envelope, and the visual grammar
  - **Spoken Reading Fluency:** automaticity, accuracy, expression and volume, phrasing, pace, prosody
  - **Silent Reading Fluency:** automaticity, accuracy, and comprehension

# Fluency is like the Force!

- Alex Honnold,  
free solo climber
  - 1st to free solo climb (with no rope or safety equipment) the 3,200 ft. El Capitan in Yosemite National Park
  - [National Geographic slideshow](#)



“Free Solo” movie trailer

# Stop & Jot - Look for Evidence of the 7 Cs of SRF

- Comfort
- Consistency
- Clarity
- Confidence
- Comprehension
- Chunking
- Conceptual sign accuracy



VC Gross-Out Greg

# Turn & Talk

- What did you notice about the videos with regard to the 7 Cs of SRF?
- Share out with large group

# For children who are D/HH (and all children), fluency is a **LANGUAGE** issue:

- Fluent readers must map spoken language onto print rapidly and easily. (National Reading Panel, 2000)
- The same holds true when the language is sign language, but in addition, the reader must **code-switch between the two languages.**
- Fluency is essential!  
(Easterbrooks and Scheetz)  
<http://www.deafed.net/PublishedDocs/9Fluency.ppt>





# Why Reading Fluency Should Be Hot-- Even in the Secondary Grades - Timothy Rasinski (SRCFL 2014 presentation)

- Check out ILA's "What's Hot and What's Not in Literacy" . . . Fluency isn't hot? It should be . . . read his article from *The Reading Teacher* (PDF is in the fluency articles folder in Google Drive)
- Fluency is a surface structure, but it is necessary to get to the deeper level of comprehension.

# Where does fluency fit?

- Richard Allington - fluency is the bridge
- Students often spend so much cognitive energy on the decoding that they run out of gas for comprehension



(Rasinski, 2014)

# Fluency is just reading speed, right?

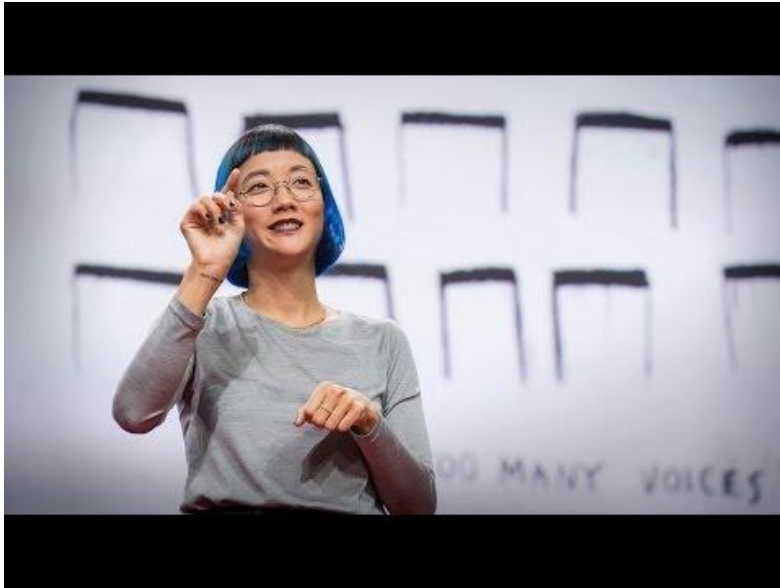
- Automaticity (not speed) is the best predictor of comprehension
- Average reading rate of a [non-disabled] 12th grader is 150 words correct per minute (wcpm)---lower than you might expect



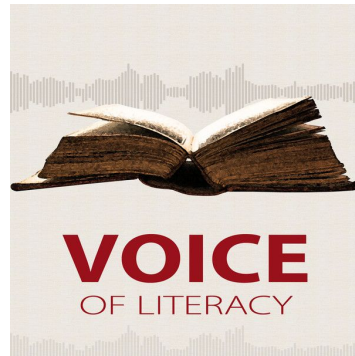
(Rasinski, 2014)

# Prosody (expression) is important . . .

- Prosody is the melody of language
  - The old man the boat.
  - The old / man the boat.
  - When reading silently, we want students to "hear" [see] it in their head
  - Improve prosody and you improve comprehension



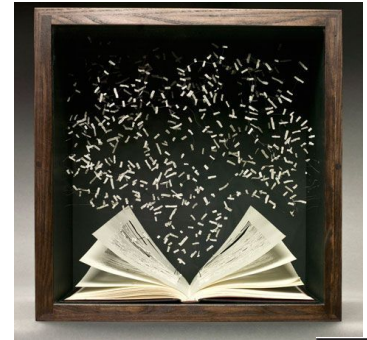
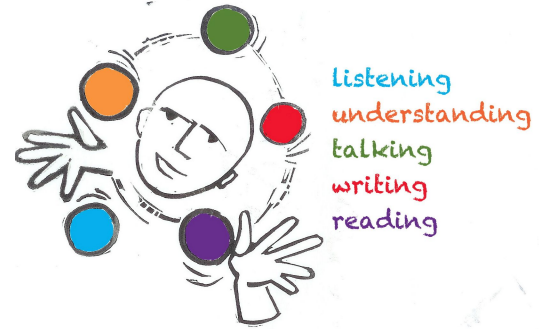
Watch Christine Sun Kim's TED Talk video, "The Enchanting Music of Sign Language," from the 8-minute mark until the 10-minute mark.



(Rasinski, 2014)

# Building the Reading Foundation

- If you want a word to stick in your head, you have to read it, write it, say it, [fingerspell it, sign it], use it in a sentence, talk about it (use your senses)
  - Word knowledge and fluency are keys to comprehension (even for secondary students!)



Timothy Rasinski (SRCFL 2015 presentation)

# Can one word rule them all?



- Check out the "Dude!" videos on YouTube for multiple variations of using the same word to express a variety of meanings for a variety of situations
  - surprised
  - frustrated
  - hello
  - won lottery



(first 45 seconds only)



(11 seconds total)



(30 seconds total)

Rasinski, 2015

# The Impact of Fluency and the Importance of Read Alouds



- Studies show that half of an ACT score is based on fluency (more fluent readers are more successful)
- What is the difference between modeling fluent reading and fluent models reading?
  - **Turn & Talk**

(Rasinski, 2015)

# How does a read aloud work with students who are D/HH?

- Fluent adult translates the English print into ASL and . . .
  - Ensures that students can see both the English print and ASL at all times
  - Elaborates and expands upon the text to make meaning clear and explicit
  - Adjusts the size, style, and locations of signs to match the context
  - Acts out and steps into character to show action and dialogue

(Easterbrooks & Huston, 2008)



# A few more reasons why speed is not everything . . .

- “Reading fluency is reasonably **ACCURATE** reading at an appropriate **RATE** with suitable **PROSODY** that leads to accurate and deep **COMPREHENSION** and **MOTIVATION** to read” (Hasbrouck & Glaser, 2012).
- “Measuring the rendering of English print into ASL in a fluent manner defines fluency for signing deaf children . . . . higher skilled readers start to ‘translate in their heads’ before they ‘sign aloud’ the text. Although we know that this impacts the rate portion of a traditional fluency rating, it drastically improves their flow, accuracy, prosody, and comprehension” (Scogin, 2006).

# “But I already read it . . . once.”

- **Multiple or repeated readings** of the same text to provide opportunities to increase the **5 [7] Cs: *comfort, consistency, clarity, confidence, comprehension*** [as well as ***chunking*** the words into meaningful phrases with ***conceptual sign accuracy***]
  - Dedicate at least 10 min./day for four days (independently, in peer pairs or during center time), present/perform on Friday
  - Passage length should be determined by teacher but should include Tier 2 words academic words that have multiple meanings depending on the context



(Rasinski, 2015)

# How much fluency is needed?

- **Robert Kellogg – cognitive psychologist**

- 10-Year Rule

- It takes at least 10 years of guided practice to develop, accomplish, and sustain skills in a particular area

- **Malcolm Gladwell – author of Outliers: A Story of Success**

- 10,000 Hours

- It takes at least 10,000 hours of guided practice to excel at something

**“The greats weren’t great because at birth they could paint / They were great because they’d paint a lot.”**

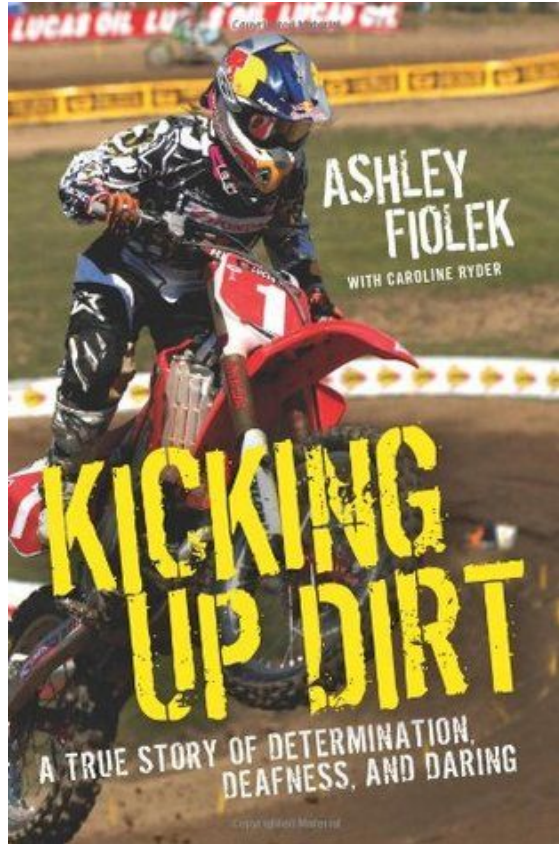
**- Macklemore & Ryan Lewis, from the song, “Ten Thousand Hours”**

# Are we providing our students who are D/HH 10,000 hours of practice to become proficient with their passion?



F | S  
D | B

# Are we providing our students who are D/HH 10,000 hours of practice to become proficient with their passion?



- (10,000 hours / 14 years (VPK-12) / 180 days = @ 4 hours per day!)

**“We don’t practice until we get it right,  
we practice until we can’t get it wrong.”**  
- Unknown



# Types of Assisted Reading

- **Assisted Reading** - like learning to ride a bike . . . or walk downstairs (scaffolding)



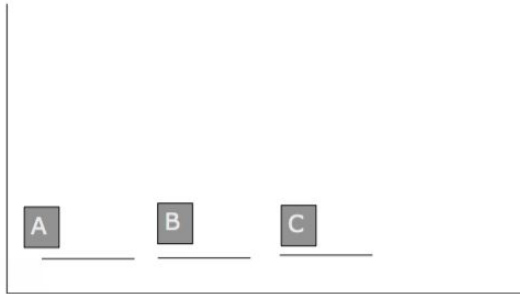
- **choral reading** - working together from a piece of text, aware of roles, and perform (Reader's Theater)
- **paired reading** - read out loud [through-the-air] taking turns with a partner
- **audio [video] assisted reading** - listening [watching] while reading print text to increase comprehension (Rasinski, 2015)
- Click this link for additional assisted reading strategies adapted from *The Megabook of Fluency* (Rasinski & Smith, 2018):

[https://docs.google.com/document/d/1rh6uZgV-SA\\_sgcC9WdIY2Pp9mIGZ0thDH8TAPj93O7s/edit?usp=sharing](https://docs.google.com/document/d/1rh6uZgV-SA_sgcC9WdIY2Pp9mIGZ0thDH8TAPj93O7s/edit?usp=sharing)

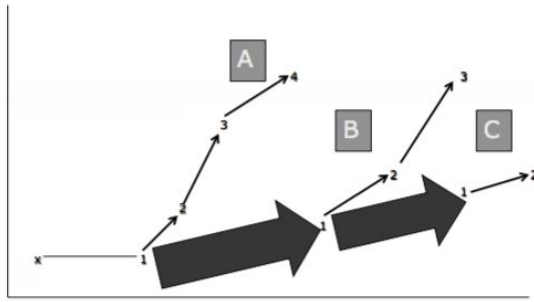
# Wide + Deep = Positive Transfer

- Wide reading (reading across all genres)
- Deep reading (repeated/close reading) of the same passage/text
- The positive effects carry over to the next new passage they read

Wide Reading



Deep (Repeated) Reading  
(A summary of the research)



(Rasinski, 2015)

# Do you notice evidence of transfer from text A to text L?

## October 2018

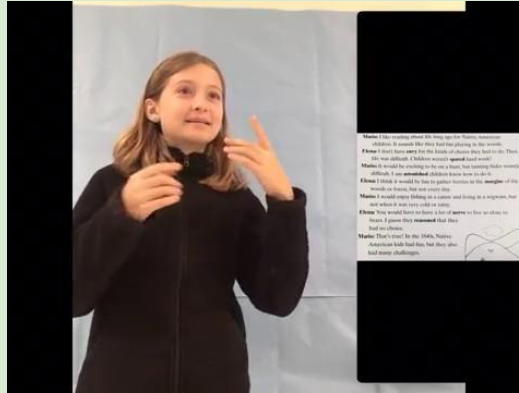
### PRE



BF: Text A - Wombats

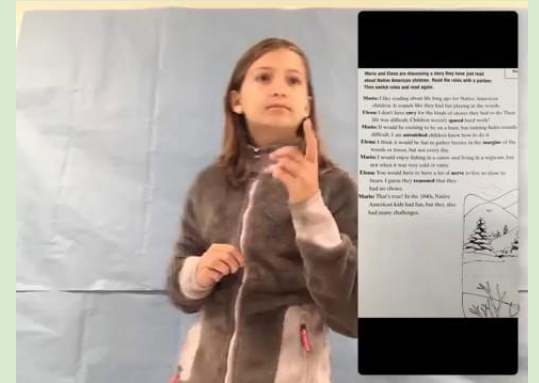
## April 2019

### PRE



BF: Text L - A Challenging Life

### POST



F	S
D	B



# Let them perform!

- What would motivate a reader to read a text closely, deeply, or repeatedly?

## PERFORMANCE!

- poetry
- reader's theater scripts
- song lyrics
- dialogues
- monologues
- speeches

(Rasinski, 2015)



“Let It Go”

Watch by Billie Eilish

Lips meet teeth and tongue  
My heart skips eight beats at once  
If we were meant to be, we would have been by now  
See what you wanna see, but all I see is him right now

I'll sit and watch your car burn  
With the fire that you started in me  
But you never came back to ask it out  
Go ahead and watch my heart burn  
With the fire that you started in me  
But I'll never let you back to put it out

Your love feels so fake  
And my demands aren't high to make  
If I could get to sleep, I would have slept by now  
Your lies will never keep, I think you need to blow 'em out

I'll sit and watch your car burn  
With the fire that you started in me  
But you never came back to ask it out  
Go ahead and watch my heart burn  
With the fire that you started in me  
But I'll never let you back to put it out

When you call my name:  
Do you think I'll come runnin'?  
You never did the same  
So good at givin' me nothin'  
When you close your eyes, do you picture me?  
When you fantasize, am I your fantasy?  
Now you know  
Now I'm free

I'll sit and watch your car burn  
With the fire that you started in me  
But you never came back to ask it out  
Watch my heart burn  
With the fire that you started in me  
But I'll never let you back to put it out

Never let you back  
Let you burn, let you burn  
Never gonna let you back  
Let you burn

LS “Watch”

# Synergistic Fluency Instruction (putting it all together)

- Fluency development lesson
  - Learn to read a new text multiple times until you know it well
  - 15-20 min. daily!--optimal, but 10 min. minimum
  - **I do, you watch**
    - Fluent language model reads poem/text
  - **I do, you help**
    - Students and teacher chorally read two or three times

(Rasinski, 2015)



# Synergistic Fluency Instruction

- Fluency development lesson (cont'd.)
  - **You two do, I help**
    - Students practice poem/text with a partner two or three more times
  - **You do, I watch**
    - Students perform poem/text [can video performance . . . and upload to VoiceThread, Google Drive, or OneDrive for feedback]

(Rasinski, 2015)

# Synergistic Fluency Instruction

- Fluency development lesson (cont'd.)
  - Examine and play with words from poem/text
    - Check out **Hands Land**: <http://www.handsland.com/>
  - More practice of poem/text at home [dorm] with parents [staff]
  - Friday have the poetry/text slam

(Rasinski, 2015)

# Synergistic Fluency Instruction

- **Can reduce by 50% the number of students needing intervention!**
  - Rasinski's research found that with all other curriculum and methods remaining constant, [hearing] students who had synergistic fluency instruction:
    - Lorraine Griffith: 4th grade teacher at West Buncombe County Elementary
      - Poetry Repeated Reading:
        - 2+ years average growth of struggling readers
        - 59 words correct per minute gain (25 wcpm is the normal gain for grade 4)

(Rasinski, 2015)

# Synergistic Fluency Instruction

- **Can reduce by 50% the number of students needing intervention!**
  - Rasinski's research found that with all other curriculum and methods remaining constant, [hearing] students who had synergistic fluency instruction:
    - Rhonda P.: 6th grade teacher in South Carolina
      - Using poetry performance as the fluency intervention in her classroom

	Student Profile in Reading	
	Beginning of the Year	End of Year
<b>Below Basic:</b>	67%	24%
<b>Basic:</b>	30%	45%
<b>Proficient:</b>	3%	25%
<b>Advanced:</b>	0%	6%

(Rasinski, 2015)

*Currently, more research needs to be done to determine how large the gain will be with D/HH students. That is why we are here today!*

# What is the impact of SRF practice?



**POST**

**PRE**

**RE Get In**



**CV My Teacher**

**Turn & Talk** - What did you notice changed from the **PRE** to the **POST** videos for each student?

# How do we measure growth for SRF?

- Signed Reading Fluency Rubric for Deaf Children (Easterbrooks and Huston, 2006)
  - <http://www.idahotc.com/Portals/45/Signed%20Reading%20Fluency%20Rubric.pdf> (original version)



# What texts may be used for SRF?

- Text should be on the students' independent reading level
- Passages from students' independent reading choices
- Passages from 100 Book Challenge and/or Reading A-Z books
- Curriculum-based passages from your textbook resources
- District-created fluency passages by reading grade level (3-ring binder)
- Commercially-made fluency passages

# Signed Reading Fluency Rubric for Deaf Children

Sandra G. Huston  
Susan R. Easterbrooks  
2004  
Revised 2006

To give the screener, videotape a reader reading a story at his/her present independent reading level or slightly below. Do not use materials at the student's instructional level. Watch the videotape as many times as you need in order to rate each aspect of fluency. Write the rating in the far right column under "Points for Row." Add all the points; divide by the total points possible; and then determine the holistic category of the overall rating by comparing the percent correct with the categories at the bottom of the rubric. Use this same procedure for each of the two sections.

See back of this protocol for key questions pertaining to the indicators.

**Key Questions for Indicators on the “Fluency Screener for Signing DHH Students”:** Use the following questions to help you focus on key components of the aspects of visual fluency and grammar.

**Part I: Aspects of Fluency Envelope** (overall visual appearance of the signer and gives the visual impression if a good reader or not a good reader)

**Speed** – Does the student’s speed of signing enhance or detract from the visual presentation of meaning?

**Eye Contact** – Does the student use appropriate eye contact to engage the audience in the story?

**Posture** – Does the student use appropriate postural changes to engage the audience in the story?

**Facial Expression** – Do the student’s facial expressions match the affect of the characters and the mood of the story?

**Body Movement** – Do the student’s body movements give a clear picture of the movements of the people, places, and things in the story?

**Sign Space** – Does the student’s sign space accurately represent the mood and content of the story (neither too small nor too large)?

**Fingerspelling** – Does the student incorporate fingerspelling intelligibly, accurately, and appropriately?

**Part II: Aspects of Visual Grammar** (key elements of signing that show the reader is visualizing the meaning of the text)

**Use of Space** – Does the student set up the scene spatially in a logical manner and then use this space when reading “aloud” (via ASL)?

**Role Taking** – Does the student demonstrate relationships of the characters in space as well as interactions among characters?

**Eye Gaze** – Does the student’s eye gaze represent that which would be associated with the people, places, and things in the story?

**Negation** – Does the student use headshake and/or body language to indicate negation?

**Directionality** – Does the student move signs in a manner that presents an accurate picture of the actions within the story?

**Use of Classifiers** – Does the student use classifiers?

**Pronominalization** – Does the student relate pronouns to people, places, and things using appropriate forms, such as indexing? (This is not an examination of invented English signs for he, she, them, their, etc., but an examination of visual grammar.)

## Signed Reading Fluency Rubric for Deaf Children Huston and Easterbrooks

Reader's Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Date of Videos: Pre \_\_\_\_\_ Post \_\_\_\_\_

Evaluator: \_\_\_\_\_ CA: \_\_\_\_\_ Date Videos Analyzed: Pre \_\_\_\_\_ Post \_\_\_\_\_

### PART I – FLUENCY ENVELOPE\*

Title/Source of Passage: \_\_\_\_\_

To analyze *Fluency Envelope*, videotape the student reading a narrative text at his/her independent reading level and rate performance using the rubric below. List points for each trait in the far right column. Calculate the total points and indicate the rating using the scale below the rubric.

General Description of Column	Not Observed (0)	Emerging (1) Poor attempts. Laden with problems of clarity, correctness, and consistency.	Beginning (2) Fair attempts. Problems with clarity, correctness, and consistency.	Developing (3) Clear attempts. May be incorrect or inconsistent.	Mature/Fluent (4) Clear, correct, consistent.	Points for Row		Comments (optional)
						PRE	POST	
<b>Speed</b>	Meaning is unintelligible due to speed (too slow/fast).	Too slow/fast. Some text meaning may be obscured due to inappropriate speed.	Attempts to vary speed based on story content. Most signs are not obscured by speed.	Speed of signing usually matches story content and does not impact intelligibility.	Speed of signing consistently fits story context.			
<b>Facial Expression</b>	No affect or expression associated with story.	Used as personal response, not to convey information to others.	Attempts made to relate facial expression to text. May be stifled.	Attempts are appropriate but may be inconsistent.	Appropriate, consistent facial expression. Conveys content.			
<b>Body Movement</b>	No body movement associated with story.	Attempts are made but are not related to the story well.	Attempts are fair. Some may interfere with flow of story.	Good use of body movement. Usually conveys content.	Clear, correct, and consistent use of trait to convey content.			
<b>Sign Space</b>	No awareness of sign space.	Attempts are made but are inaccurate.	Attempts are fair. Trait interferes with story flow.	Good use of space. Minor errors.	Sign space used accurately at all times.			
<b>Sign Movement</b>	Story unintelligible due to bouncy/stiff/jerky sign movement.	Poor control. Signs are primarily bouncy/stiff/jerky.	Attempts to control. Inappropriate movement interferes with story flow.	Presentation is steady/relaxed/smooth most of the time.	Consistently steady/relaxed/smooth with appropriate flow.			
<b>Fingerspelling</b>	Unintelligible; consistently inappropriate placement.	Poor placement and control (stiff/bouncy/jerky).	Some problems with fingerspelling placement and fluency.	Primarily appropriate placement and minimal problems with fluency.	Consistently appropriate placement. Consistently intelligible and fluid (relaxed/steady/smooth).			
*overall visual appearance of the signer and gives the visual impression if a good reader or not a good reader						Points earned / Points possible	____/24= ____%	____/24= ____%
						Fluency Envelope Rating	_____	_____

Fluency Envelope Rubric Analysis: Poor = 0-24%; Emerging = 25-49%; Beginning = 50-74%; Developing = 75-90%; Mature = 90-100%.

adapted from Huston and Easterbrooks – Signed Reading Fluency Rubric for Deaf Children (2006) – and updated 1.18.19

# Adapted and updated by Brent Bechtold with feedback from the DHS ELA Team and Kathy Pyle 1/18/19

## PART II – VISUAL GRAMMAR\*\*

Videotape the student reading a narrative text. To analyze syntactic aspects watch the videotape and rate performance using the rubric below. List points for each trait in the far right column. Calculate the total points and indicate the rating using the scale below the rubric.

Aspect Observed	Not Observed (0)	Emerging (1) Minimal attempts. Less than 30% of the time.	Beginning (2) Fair attempts, aspect observed. At least 50% of the time.	Developing (3) Clear attempts, minimal inaccuracies. Used 50% to 90% of the time.	Mature/Fluent (4) Clear, correct, consistent. Used at least 90% of the time.	Points for Row		Comments (optional)
						PRE	POST	
Use of Space	No indication of spatial awareness. People, places, and things are "layered" or randomly assigned.	Minimal use of space. A few people, places, and/or things are logically placed.	Logical use of space is evident during only 50% of the read aloud.	People, places, and/or things are placed appropriately during most of the read aloud. Makes a picture most of the time.	Placement of people, places, and/or things shows evidence of reader's consistent visualization of the text.			
Role Taking	No character interactions are identifiable.	Minimal character interactions are evident through role shift.	At least 50% of character interactions are evident through role shift.	The majority of character interactions are evident through role shift.	All characters are clearly and easily identifiable due to appropriate body shift / role taking.			
Eye Gaze	None evident. Shows no evidence of text visualization.	Evident during less than 30% of appropriate instances.	Clear and appropriate during at least 50% of the reading.	Present during most of the text rendering, promotes viewer visualization of text.	Consistently appropriate and promotes visualization throughout the text.			
Negation	No appropriate negative headshake observed.	Present in less than 30% of appropriate instances.	Present in at least 50% of appropriate instances.	Present in most instances but not all.	Present in all appropriate instances.			
Directionality	No directionality indicated for any of the signs.	Observed in less than 30% of appropriate instances.	Present in at least 50% of appropriate instances. Uses directionality inherent in sign but not between signs.	Present in most instances but not all.	Directionality of signs is clear and consistent throughout the text. Observer can visualize action.			
Use of Classifiers	No use of classifiers.	Minimal use of classifiers (one to two instances).	Uses classifiers in approximately 50% of allowable instances (for animal movements, etc.).	Uses classifiers to represent concepts most of the time.	Uses classifiers consistently and accurately to portray text content and support visualization.			
Pronominalization	No use of indexing for pronouns.	Use of indexing for pronouns is unclear or minimally present.	Use of indexing for pronouns is present and clear during at least 50% of appropriate instances.	Use of indexing for pronouns is present and clear in most appropriate instances.	Use of indexing for pronouns is present and clear in all appropriate opportunities and reference is clear.			
**key elements of signing that show the reader is visualizing the meaning of the text					Points earned / Points possible	_____/28= %	_____/28= %	
					Visual Grammar Rating	_____	_____	

Visual Grammar Rubric Analysis: Poor = 0-24%; Emerging = 25-49%; Beginning = 50-74%; Developing = 75-90%; Mature = 90-100%.

adapted from Huston and Easterbrooks – Signed Reading Fluency Rubric for Deaf Children (2006) – and updated 1.18.19

# Let's take a closer look at the Fluency Envelope

- Overall visual appearance of the signer and gives the visual impression if a good reader or not a good reader
  - Speed
  - Facial Expression
  - Body Movement
  - Sign Space
  - Sign Movement
  - Fingerspelling

**Part I: Aspects of Fluency Envelope** (overall visual appearance of the signer and gives the visual impression if a good reader or not a good reader)

**Speed** – Does the student's speed of signing enhance or detract from the visual presentation of meaning?

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**Sign Space** – Does the student's sign space accurately represent the mood and content of the story (neither too small nor too large)?

**Fingerspelling** – Does the student incorporate fingerspelling intelligibly, accurately, and appropriately?

# Let's take a closer look at the Visual Grammar

- Key elements of signing that show the reader is visualizing the meaning of the text
  - Use of Space
  - Role Taking
  - Eye Gaze
  - Negation
  - Directionality
  - Use of Classifiers
  - Pronominalization



## Part II: Aspects of Visual Grammar (key elements of signing that show the reader is visualizing the meaning of the text)

**Use of Space** – Does the student set up the scene spatially in a logical manner and then use this space when reading “aloud” (via ASL)?

**Role Taking** – Does the student demonstrate relationships of the characters in space as well as interactions among characters?

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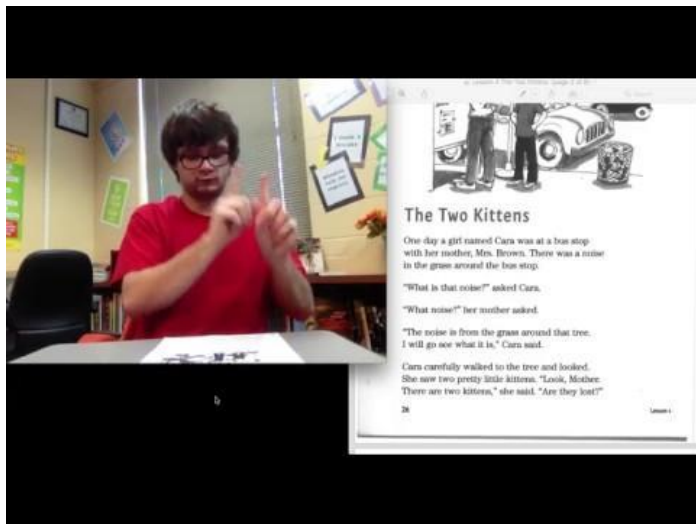
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**Use of Classifiers** – Does the student use classifiers?

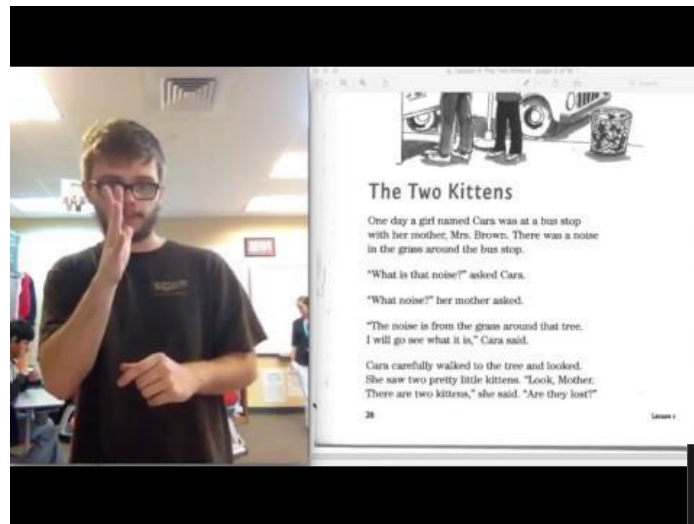
**Pronominalization** – Does the student relate pronouns to people, places, and things using appropriate forms, such as indexing? (This is not an examination of invented English signs for he, she, them, their, etc., but an examination of visual grammar.)

# How do we score using the SRF rubric?

PRE



POST



JK Two Kittens

# How do we score the Fluency Envelope?

## Signed Reading Fluency Rubric for Deaf Children

Huston and Easterbrooks

Reader's Name: JK DOB: \_\_\_\_\_ Date of Videos: Pre Post  
 Evaluator: K. Pyle CA: \_\_\_\_\_ Date Videos Analyzed: Pre 6/1/18 Post 6/1/18

### PART I – FLUENCY ENVELOPE

Title/Source of Passage: Two Kittens

To analyze *Fluency Envelope*, videotape the student reading a narrative text at his/her independent reading level and rate performance using the rubric below. List points for each trait in the far right column. Calculate the total points and indicate the rating using the scale below the rubric.

Visual impression – a good reader OR not?

General Description of Column	Not Observed (0)	Emerging (1) Poor attempts. Laden with problems of clarity, correctness, and consistency.	Beginning (2) Fair attempts. Problems with clarity, correctness, and consistency.	Developing (3) Clear attempts. May be incorrect or inconsistent.	Mature/Fluent (4) Clear, correct, consistent.	Points for Row		Comments (optional)
						PRE	POST	
<b>Speed</b>	Meaning is unintelligible due to speed (too slow/fast).	Too slow/fast. Some text meaning may be obscured due to inappropriate speed.	Attempts to vary speed based on story content. Most signs are not obscured by speed.	Speed of signing usually matches story content and does not impact intelligibility.	Speed of signing consistently fits story content.	2	3	
<b>Facial Expression</b>	No affect or expression associated with story.	Used as personal response, not to convey information to others.	Attempts made to relate facial expression to text. May be stilted.	Attempts are appropriate but may be inconsistent.	Appropriate, consistent facial expression. Conveys content.	2	3	
<b>Body Movement</b>	No body movement associated with story.	Attempts are made but are not related to the story well.	Attempts are fair. Some may interfere with flow of story.	Good use of body movement. Usually conveys content.	Clear, correct, and consistent use of trait to convey content.	2	3	
<b>Sign Space</b>	No awareness of sign space.	Attempts are made but are inaccurate.	Attempts are fair. Trait interferes with story flow.	Good use of space. Minor errors.	Sign space used accurately at all times.	3	4	
<b>Sign Movement</b>	Story unintelligible due to bouncy/stiff/jerky sign movement.	Poor control. Signs are primarily bouncy/stiff/jerky.	Attempts to control. Inappropriate movement interferes with story flow.	Presentation is steady/relaxed/smooth most of the time.	Consistently steady/relaxed/smooth with appropriate flow.	2	3	
<b>Fingerspelling</b>	Unintelligible; consistently inappropriate placement.	Poor placement and control (stiff/bouncy/jerky).	Some problems with fingerspelling placement and fluency.	Primarily appropriate placement and minimal problems with fluency.	Consistently appropriate placement. Consistently intelligible and fluid (relaxed/steady/smooth).	2	3	
<p><u>noise – Is, know sign?</u>  <u>carefully – Does student know word?</u></p>						<p>Points earned / Points possible: <u>13/24 = 54%</u> <u>19/24 = 79%</u></p>		
<p>Fluency Envelope Rating: <u>54%</u> <u>Developing</u></p>								

Fluency Envelope Rubric Analysis: Poor = 0-24%; Emerging = 25-49%; Beginning = 50-74%; Developing = 75-90%; Mature = 90-100%.

adapted from Huston and Easterbrooks – Signed Reading Fluency Rubric for Deaf Children (2006) – and updated 5.28.18

# How do we score the Visual Grammar?

## PART II – VISUAL GRAMMAR

Videotape the student reading a narrative text. To analyze syntactic aspects watch the videotape and rate performance using the rubric below. List points for each trait in the far right column. Calculate the total points and indicate the rating using the scale below the rubric.

*Shows the reader is visualizing the meaning of the text*

Aspect Observed	Not Observed (0)	Emerging (1) Minimal attempts. Less than 30% of the time.	Beginning (2) Fair attempts, aspect observed. At least 50% of the time.	Developing (3) Clear attempts, minimal inaccuracies. Used 50% to 90% of the time.	Mature/Fluent (4) Clear, correct, consistent. Used at least 90% of the time.	Points for Row		Comments (optional)
						PRE	POST	
Use of Space	No indication of spatial awareness. People, places, and things are "layered" or randomly assigned.	Minimal use of space. A few people, places, and/or things are logically placed.	Logical use of space is evident during only 50% of the read aloud.	People, places, and/or things are placed appropriately during most of the read aloud. Makes a picture most of the time.	Placement of people, places, and/or things shows evidence of reader's consistent visualization of the text.	2	3	
Role Taking	No character interactions are identifiable.	Minimal character interactions are evident through role shift.	At least 50% of character interactions are evident through role shift.	The majority of character interactions are evident through role shift.	All characters are clearly and easily identifiable due to appropriate body shift / role taking.	1	3	
Eye Gaze	None evident. Shows no evidence of text visualization.	Evident during less than 30% of appropriate instances.	Clear and appropriate during at least 50% of the reading.	Present during most of the text rendering, promotes viewer visualization of text.	Consistently appropriate and promotes visualization throughout the text.	1	3	
Negation	No appropriate negative headshake observed.	Present in less than 30% of appropriate instances.	Present in at least 50% of appropriate instances.	Present in most instances but not all.	Present in all appropriate instances.	N/A	N/A	
Directionality	No directionality indicated for any of the signs.	Observed in less than 30% of appropriate instances.	Present in at least 50% of appropriate instances. Uses directionality inherent in sign but not between signs.	Present in most instances but not all.	Directionality of signs is clear and consistent throughout the text. Observer can visualize action.	2	4	
Use of Classifiers	No use of classifiers.	Minimal use of classifiers (one to two instances).	Uses classifiers in approximately 50% of allowable instances (for animal movements, etc.).	Uses classifiers to represent concepts most of the time.	Uses classifiers consistently and accurately to portray text content and support visualization.	2	4	
Pronominalization	No use of indexing for pronouns.	Use of indexing for pronouns is unclear or minimally present.	Use of indexing for pronouns is present and clear during at least 50% of appropriate instances.	Use of indexing for pronouns is present and clear in most appropriate instances.	Use of indexing for pronouns is present and clear in all appropriate opportunities and reference is clear.	2	3	
						24 10/28 = 42 %	24 20/28 = 71 %	
						Visual Grammar Rating 42% Developing		

Visual Grammar Rubric Analysis: Poor = 0-24%; Emerging = 25-49%; Beginning = 50-74%; Developing = 75-90%; Mature = 90-100%.

adapted from Huston and Easterbrooks – Signed Reading Fluency Rubric for Deaf Children (2006) – and updated 5.28.18

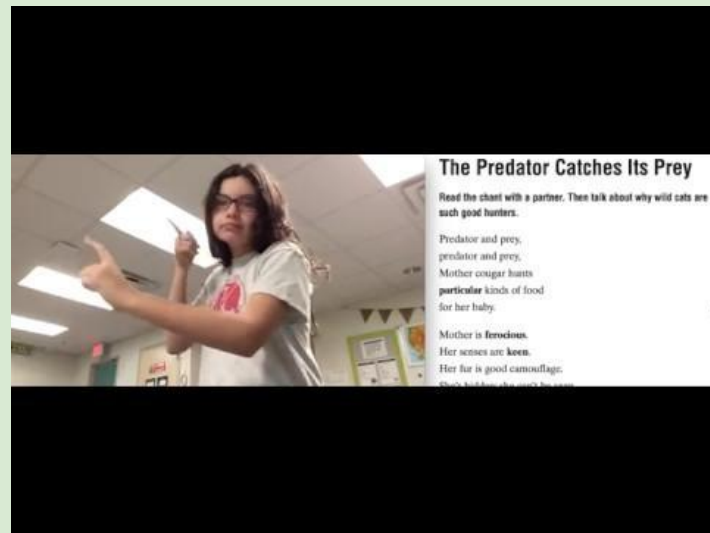
F | S  
D | B

# Time to score a set on your own . . .

PRE



POST



HA The Predator Catches Its Prey



# How do your scores compare? Let's discuss!

## Signed Reading Fluency Rubric for Deaf Children

Huston and Easterbrooks

Reader's Name: Hannah A.

Date of Videos: Pre 12/3/18 Post 12/7/18

Evaluator: Stultz, J.

Date Videos Analyzed: Pre 12/3/18 Post 12/7/18

### PART I – FLUENCY ENVELOPE

Title/Source of Passage:

"Predator Catches Prey"

To analyze *Fluency Envelope*, videotape the student reading a narrative text at his/her independent reading level and rate performance using the rubric below. List points for each trait in the far right column. Calculate the total points and indicate the rating using the scale below the rubric.

General Description of Column	Not Observed (0)	Emerging (1) Poor attempts. Laden with problems of clarity, correctness, and consistency.	Beginning (2) Fair attempts. Problems with clarity, correctness, and consistency.	Developing (3) Clear attempts. May be incorrect or inconsistent.	Mature/Fluent (4) Clear, correct, consistent.	Points for Row		Comments (optional)
						PRE	POST	
Speed	Meaning is unintelligible due to speed (too slow/fast).	Too slow/fast. Some text meaning may be obscured due to inappropriate speed.	Attempts to vary speed based on story content. Most signs are not obscured by speed.	Speed of signing usually matches story content and does not impact intelligibility.	Speed of signing consistently fits story context.	3	4	12/7/18 notes Appropriate speed
Facial Expression	No affect or expression associated with story.	Used as personal response, not to convey information to others.	Attempts made to relate facial expression to text. May be stilted.	Attempts are appropriate but may be inconsistent.	Appropriate, consistent facial expression. Conveys content.	2	4	Much better ☺
Body Movement	No body movement associated with story.	Attempts are made but are not related to the story well.	Attempts are fair. Some may interfere with flow of story.	Good use of body movement. Usually conveys content.	Clear, correct, and consistent use of trait to convey content.	3	4	Mom vs. baby clear
Sign Space	No awareness of sign space.	Attempts are made but are inaccurate.	Attempts are fair. Trait interferes with story flow.	Good use of space. Minor errors.	Sign space used accurately at all times.	3	4	good use of camera
Sign Movement	Story unintelligible due to bouncy/stiff/jerky sign movement.	Poor control. Signs are primarily bouncy/stiff/jerky.	Attempts to control. Inappropriate movement interferes with story flow.	Presentation is steady/relaxed/smooth most of the time.	Consistently steady/relaxed/smooth with appropriate flow.	2	4	Steady + it flows well
Fingerspelling <i>Conceptual ASL</i>	Unintelligible; consistently inappropriate placement.	Poor placement and control (stiff/bouncy/jerky).	Some problems with placement and fluency.	Primarily appropriate placement and minimal problems with fluency.	Consistently appropriate placement. Consistently intelligible and fluid/relaxed/steady/smooth.	2	4	Awesome ☺ Love your ASL
Notes: Work on conceptual ASL / some fingerspelling is unclear Facial expressions						Points earned / Points possible 15 / 24 = 63%	24 / 24 = 100%	you did great, Hannah ☺
						Fluency Envelope Rating	B	M

Fluency Envelope Rubric Analysis: Poor = 0-24%; Emerging = 25-49%; Beginning = 50-74%; Developing = 75-90%; Mature = 90-100%.

adapted from Huston and Easterbrooks -- Signed Reading Fluency Rubric for Deaf Children (2006) -- and updated 12/9/16

Ps. I like that you took your jacket off for Post SRF.

F | S  
D | B

# How do YOU get from **PRE** to **POST**?

## Monday

- Take a picture of each student's independent reading passage and upload them into each student's respective Google Drive shared fluency folder (accessible only by the student and teacher, not the whole class, to maintain privacy).
- Students record videos of their signed cold reads of their passages (**pre-assessment**), save it with the date, and upload the videos into their fluency folders.
- Students watch their own videos and self-evaluate using the **Student Reflection for Fluency Pre-Video** form.
- On the printout of their passages, students circle or highlight words they do not know and create paper or digital flash cards: word, picture/video of sign, picture of concept, multiple meanings, synonyms, antonyms, and example sentences. Digital options include Google Slides, PowerPoint, and/or Quizlet. Students review their vocabulary cards/slides every day (in class and/or for homework).

# How do YOU get from **PRE** to **POST**?

## Tuesday, Wednesday, and Thursday

- Students review their vocabulary cards/slides.
- Teacher circulates and conferences with students 1:1 to model how to:
  - chunk the words into meaningful phrases
  - mark the text with slashes and/or brackets to show chunks (students may benefit from adding the ASL gloss notes above the chunked phrases)
  - sign with conceptual accuracy in ASL
- Students practice multiple signed reads of their passages.



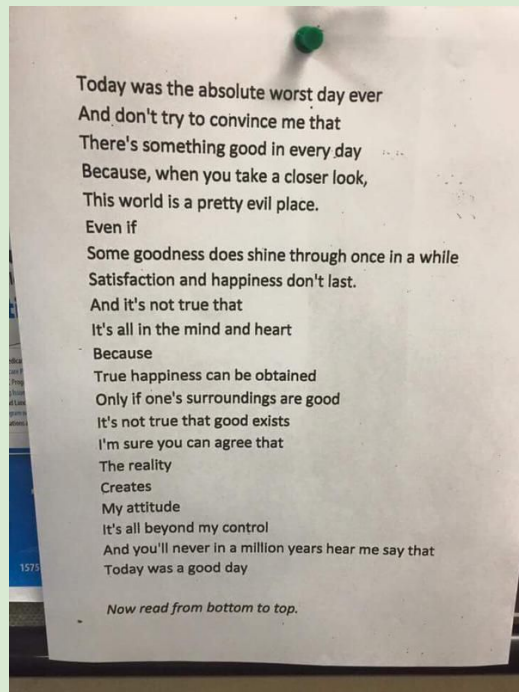
# How do YOU get from **PRE** to **POST**?

## Friday

- Students record videos of their signed practiced reads of their passages (**post-assessment**), save it with the date, and upload the videos into their fluency folders.
- Students watch their own pre and post videos, and then self-evaluate using the **Student Reflection for Fluency Post-Video** form.
- Teacher uses the **Signed Reading Fluency Rubric (SRFR)** to measure each student's fluency skills and records the data on one two-sided **Signed Reading Fluency Rubric Scoring Sheet** per student. The scoring sheet has separate sections to score the pre and post videos on the same sheet. The teacher circles the rubric achievement for each feature in blue (pre-video) and red (post-video), which makes it more visual when conferencing with the students about their progress. The teacher also may add comments in the space provided.
- Students fill out the left column of the **Signed Reading Fluency Weekly Participation Rubric**, and the teacher fills out the right column.
- Teacher conferences with each student 1:1 to share data, celebrate success, and figure out what to improve next.

# How do you chunk/mark text?

- activity: follow up with chunking/marking text
- now practice for increased fluency
- reverse poem written by the Brooklyn teen, Chanie Gorkin:  
<https://www.poetrynation.com/poems/worst-day-ever/>)



# Spoken (Oral) Reading Fluency

- Teacher Rubric for Oral Reading Fluency (Scholastic):
  - Accuracy
  - Expression and Volume
  - Phrasing
  - Pace
  - Prosody
- Four Dimensions Reading Fluency Rubric (Rasinski):
  - Expression and Volume
  - Phrasing
  - Smoothness
  - Pace
- Six Dimensions Fluency Rubric (Fountas & Pinnell):
  - Pausing
  - Phrasing
  - Stress
  - Intonation
  - Rate
  - Integration
- 2017 Oral Reading Fluency Norms (Hasbrouck and Tindale)

# Silent Reading Fluency

- Repeated use of the instruments over time:
  - Curriculum-based measures with commercial materials
    - Fluency passages connected to literature units
  - District-created fluency passages by reading grade level
  - MAZE passages
    - Generator: <https://www.interventioncentral.org/teacher-resources/test-of-reading-comprehension>
  - Independent Reading Level Assessment (IRLA)
    - American Reading Co.

# Our Vision for S<sup>3</sup>RF

- K-12 implementation of the process
  - Consider 3 Important Factors (Luckner & Urbach, 2012)
    - Frequency (daily)
    - Intensity (how focused)
    - Duration (at least 10 minutes)
- One digital folder in Google Drive or OneDrive for each student (S<sup>3</sup>RF videos, rubric scoring sheets, self-reflections, etc.)
- At end-of-year, conference with the student and share the folder with the student's next teacher(s)
- Write IEP fluency goals based on what students need to work on for S<sup>3</sup>RF
- Share with and support your colleagues who were not able to be here today

# Resources (1 of 2)

- Baer, J. & Osbrink, R. (2015). Developing ASL text in the bilingual classroom. *Odyssey: New Directions in Education* 16, 20-25.
- Easterbooks, S.R. & Huston, S.G. (2008). The signed reading fluency of students who are deaf/hard of hearing. *Journal of Deaf Studies and Deaf Education* 13(1), 38-54.  
<https://doi.org/10.1093/deafed/enm030>
- Easterbrooks, S. & Scheetz, N. (2009). 10 things you should know about reading fluency in students who are deaf and hard of hearing. <http://www.deafed.net/PublishedDocs/9Fluency.ppt>
- Emerson, L. (2010). Reading fluency in children who are deaf or hard of hearing. Independent Studies and Capstones. Paper 610. Program in Audiology and Communication Sciences, Washington University School of Medicine. [http://digitalcommons.wustl.edu/pacs\\_capstones/610](http://digitalcommons.wustl.edu/pacs_capstones/610)
- Florida State University (FSU) Florida Center for Reading Research (FCRR): <http://FCRR.org>
  - For Educators - Student-Centered Activities: <http://www.fcrr.org/for-educators/sca.asp>
- Gorkin, Chanie. (2015). Poem - "Worst Day Ever"  
<https://www.poetrynation.com/poems/worst-day-ever/>
- Hasbrouck, J. & Glaser, D.R. (2018). Literacy research brief: Reading fluently does not mean reading fast. *International Literacy Association (ILA)*.

# Resources (2 of 2)

- Institute of Education Services (ISE) What Works Clearinghouse (WWC):  
<http://ies.ed.gov/ncee/wwc/>
- Luckner, J.L. & Urbach, J. (2012). Reading fluency and students who are deaf or hard of hearing--Synthesis of the research. *Communication Disorders Quarterly* 33(4), 230-241.
- Rasinski, T. & Griffith, L. (2008). *Fluency Through Practice & Performance* series. Huntington Beach, CA: Shell Education.
- Rasinski, T. & Young, C. (2015). Fluency matters. *Connecticut Reading Association Journal*, 3(1), 21-26.
- Rasinski, T. (2010). *The Fluent Reader*, 2nd edition. New York, NY: Scholastic.
- Rasinski, T. (2012). *Daily Word Ladders* series. New York, NY: Scholastic.
- Rasinski, T. (2012). Why reading fluency should be hot!. *The Reading Teacher*, 65(8), 516-522.
- Stone, A., Kartheiser, G., Hauser, P.C., Petitto, L-A., Allen, T.E. (2015). Fingerspelling as a novel gateway into reading fluency in deaf bilinguals. *PLoS ONE* 10(10): e0139610. doi:10.1371/journal. Pone.0139610.
- University of Minnesota Education Resources for Teachers of D/HH Students:  
<https://dhh-resources.umn.edu/>
- *Word Ladder* (iPad app)