Saint Mary's University i.t.a. Literacy Clinic
ROAR Protocol Checklist

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Directions: Observe ROAR session and check all procedures that are present. Discuss any that need to be included or deleted.

ROAR: Pretest
- ☐ If beginning a new story, preview it by taking a picture walk, or giving a **brief** summary
- ☐ If there are pictures, cover them up
- ☐ Point to where student is to begin reading
- ☐ Record for one minute
- ☐ Keep track of **ALL** deviations from print (DFPs), including repetitions of a single word or group of words
  - ○ Count on fingers
  - ○ Tally marks on paper
- ☐ Do **NOT** call attention to DFPs that student has made

Charting Pretest
- ☐ WPMC computed
  - ○ total words read – deviations from print (DRPs)
- ☐ %ACC computed
  - ○ WPMC / total words read
- ☐ WPMC and %ACC charted in blue (cold read)

ROAR Practice (10-12 minutes)
- ☐ "My turn."
  - ○ Slide finger smoothly under each word as sentence is read.
  - ○ **Ensure that student tracks WITH you at every step.**
  - ○ **Read at a normal or close-to-normal pace.** (If student is very slow, may start by reading slower, but should speed up when reviewing sets of sentences that have been practiced in isolation.
- ☐ "Together."
  - ○ Keep going if student stumbles.
  - ○ Do not call attention to errors/DFPs.
  - ○ **Go back and repeat steps "My turn, together" until student reads fluently with you.**
- ☐ "Your turn."
  - ○ Student reads sentence alone.
  - ○ Repeat My turn, Together, Your turn if student stumbles or reads very slowly.
- ☐ Repeat "My turn, together, your turn" with next sentence.
- ☐ **Combine sentences to build fluency with longer segments.**
- ☐ **Student tracks at all times: "My turn, together, your turn."**

ROAR Post Test
- ☐ Go back somewhere near or at the beginning of the practice session.
- ☐ Time student as (s)he reads for one minute.
- ☐ Keep track of Deviations From Print (DFP)
- ☐ Compute WMPC and %ACC
- ☐ Chart in red (pink).

Chart Daily Progress: Post-Test
- ☐ WPMC computed: total words read – deviations from print (DRPs)
- ☐ %ACC computed: WPMC / total words read
- ☐ WPMC and %ACC charter in red or pink
- ☐ Review chart with student to highlight improvement pre to post for both accuracy and fluency

ROAR: Practice MUSTS
- ☐ Repeat a sentence until your student is reading accurately AND fluently with you
- ☐ Combine sentences to build fluency on longer sequences
- ☐ Make sure (s)he is tracking at every step!
- ☐ **Don't get bored with ROAR**! It works, but requires sustained effort across months, sometimes years

ROAR Session Summary

Book_____ pp._____

	Pre-test	Post-test	Gain
ACC			
WPMC			

Reflection:
- ○ How often did you need to repeat/combine sentences?
- ○ Was progress satisfactory?
- ○ Should same passage be repeated next time?
- ○ Other issues: Tracking, refusal, attempts to distract you, time on task

Using data to make decisions about moving student to higher levels

- ○ When should my student move to higher reading materials?
    Watch for when (s)he frequently reads >98% acc. on pretest and WPMC is within 10 WMPC of average for instructional level.
    - ○ For example, Sarah (6th grader) is instructional at 3rd grade (3.5 to 3.9 materials). Average WPMC at 3rd grade is 117. She is generally reading at 98-100% accuracy and 110 WPMC on pretest. She is ready to move to 4.0-4.5 reading materials.

Oral Reading Fluency Guidelines: End-of-year WPMC on grade-level CBA Passages

Although many programs use the national norms reported by Hasbrouck and Tindahl (2006), review of other fluency studies suggests that these guidelines are too low for assessing average words per minute read correctly (WPMC), especially for grades 3-8. The following guidelines represent an amalgamation of numerous sources.

Grade Level	WPMC
1	55
2	102
3	117
4	127
5	134
6	150
7	160
8	171