

# Saint Mary's University i.t.a. Literacy Clinic

## ROAR Protocol Reminders

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### **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  $\geq 98\%$  acc. on pretest and WPMC is within 10 WPMC of average for instructional level.

For example, Sarah (6th grader) is instructional at 3rd grade (3.5 to 3.9 materials). Average WPMC at 3<sup>rd</sup> 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