

BrightFish Reading

Data Chat Guide: Fluency



Let's Take a Closer Look

BrightFish Reading

- What are the key components of the program ?
- What are the student activities?
- How do I monitor student progress?
- How do I intervene when students are struggling?

Key Components

Build Word Recognition, Fluency, Vocabulary and Comprehension Skills

- Comprehensive **fluency** practice that builds reading proficiency
- Direct **vocabulary** instruction that links to comprehension
- Scaffolded **comprehension** instruction that leads to independent reading
- **Writing** instruction that reinforces the reading-writing connection

Building Word Fluency

Each passage is broken down to word level

- Students identify and match words in order to facilitate accurate and fluent decoding
- Visual and Sound Match activities
 - Start at one and two letter words, build up to the most difficult words and phrases in the passage; visual first then layer sight to sound
 - Mastery criteria: system measures accuracy and speed to determine fast, automatic response

The Nile **River** is the longest river in the **world**. It is over 4,000 **miles** long! It **flows** through northeast Africa. Look at a picture of this part of Africa **taken** from **space**. You will see that the land is **green** on either side of the Nile. The rest of the area is a dry desert.

Word Fluency Activities

Visual Match

A visual target item and three or more visual options are presented. Students select the option that matches the target.



Sound Match

Sound Match is the same as Visual Match, except that the target item is spoken, and students select the option that matches the target.

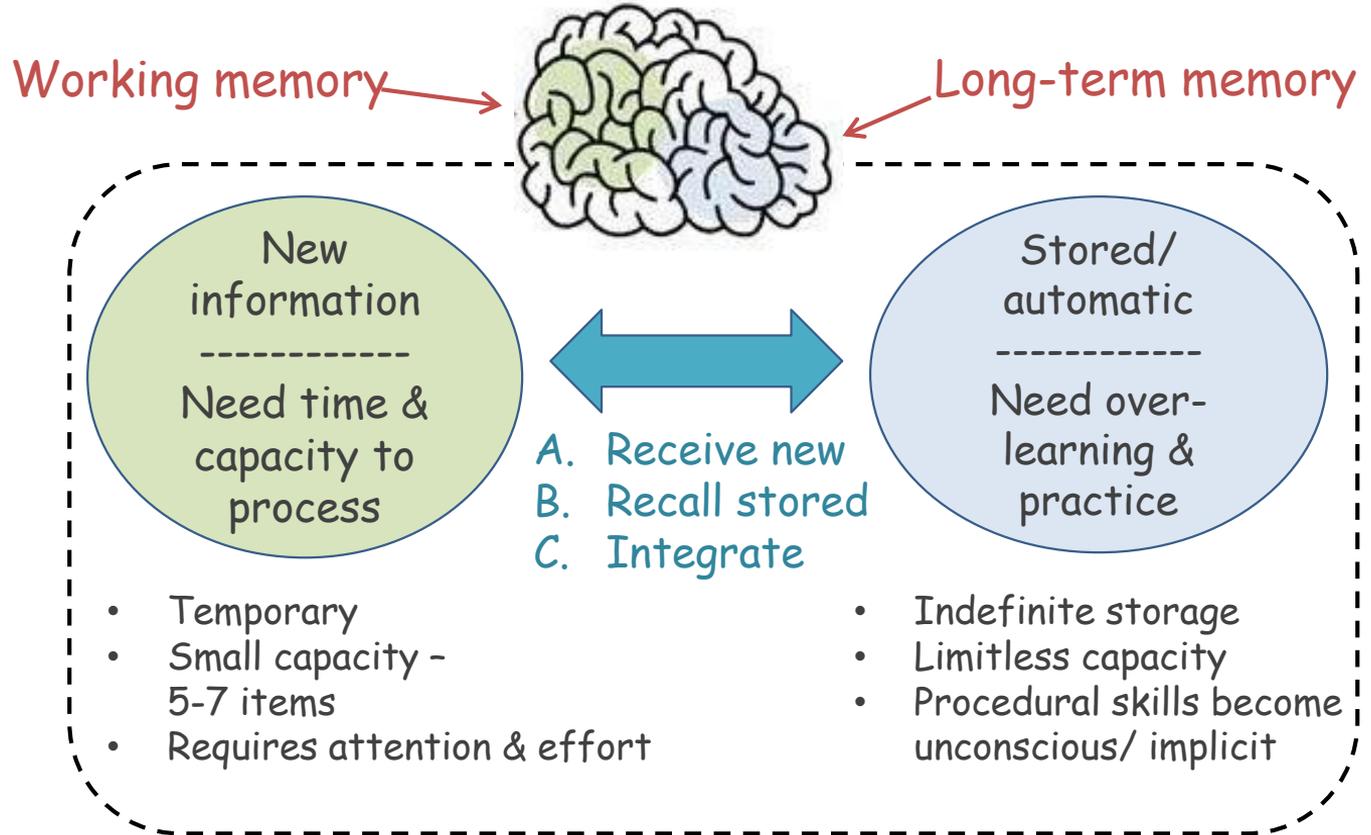


Students must demonstrate automatic recognition of each word before moving forward to higher levels of difficulty.

Why is it Important for Reading?

- LaBerge and Samuels: Theory of Automatic Processes (1974)
 - Skilled, fluent readers must decode and comprehend simultaneously – one process must be automatic
 - When children fail to develop automaticity in word recognition, the reading process becomes two different processes
 - Uses all cognitive resources for decoding; hence lack of understanding of material read
- Recent research confirms these findings:
 - Slow, effortful word recognition consumes working memory needed for understanding content (Begeney, 2013)
 - Students not fluent in word recognition focus on individual letters and letter combinations (Pressley 2002)

Reducing cognitive load



How good readers do it

According to Hasbrouck, proficient readers...

- process virtually every letter automatically
 - use letter-sound correspondence to ID words
 - read words a sufficient number of times to become automatic
- Learning words to the point of rapid recognition improves reading comprehension (Tan and Nicholson, Breznitz, 1997)
 - Instant recognition of words develops with more exposure to text, particularly if it's easy for the reader (Cunningham, 1995)

BrightFish fluency mastery criteria

Activity	Accuracy	Speed
Level 1-5 Words – Word for Word	2 mistakes (activity stops on third error)	Maximum 3.5 seconds
Level 1-5 Words – Sound for Word	2 mistakes	Maximum 3.5 seconds
Level 1-5 Phrases – Word for Word	2 mistakes	Maximum 10 seconds*
Level 1-5 Phrases – Sound for Word	2 mistakes	Maximum 5 seconds*

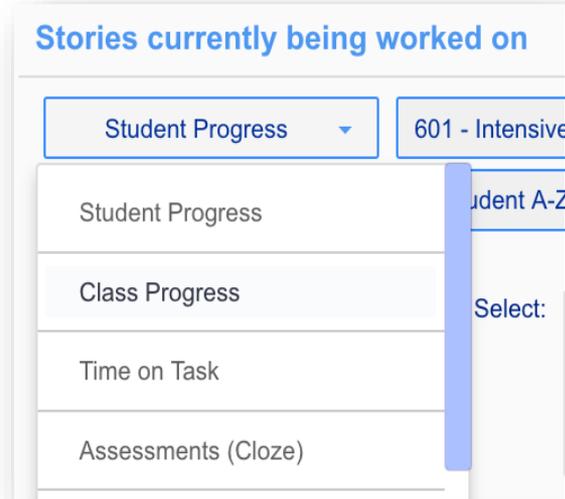
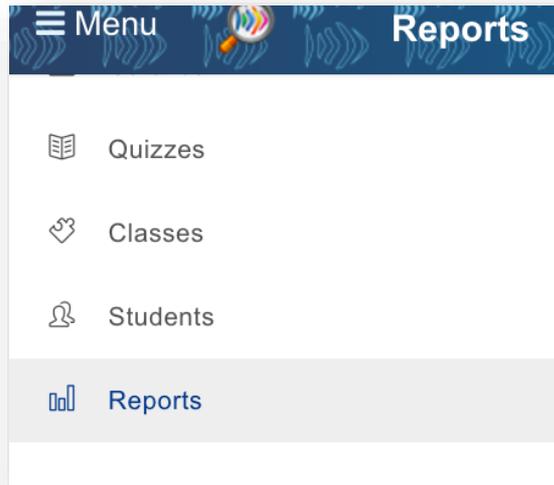
*Focus on accuracy and attention

BrightFish automated interventions

Failed Trials	Action	Teacher Flags
3	After 3 rd failed trial, system reduces speed criteria by 20%	<ul style="list-style-type: none">• Notification of repeated trials in Teacher Dashboard
5	After 5 th failed trial, system pauses and unlocks next activity	<ul style="list-style-type: none">• Second notification• Student progress report: system captures last trial completed

Data chats

Tools: Student Progress Report



1. Log into your Teacher Dashboard and select Reports from the menu
2. Select Student Progress Report and the class you would like to view

Student Progress Report: Word Fluency

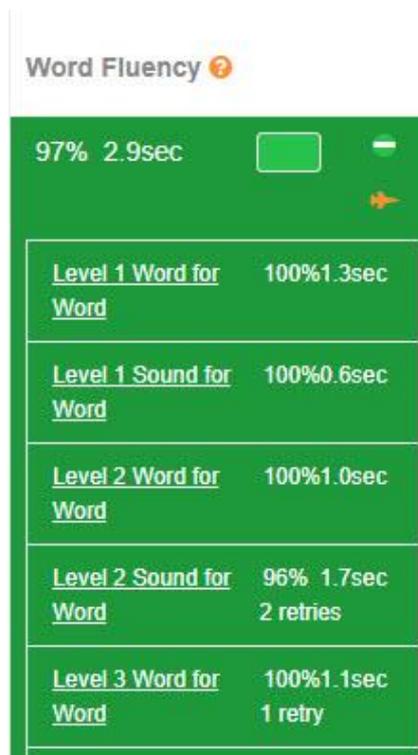
Story/Level	Word Fluency ?	Vocabulary	Vocabulary Word Usage	Comprehension	Comprehension Essays !	Top Learning Objectives Missed
Creatures of the Ice Age / Lvl 4	Not started	Not started	Not started	In progress +	In progress +	
The Haunted House / Lvl 4	80% + 3.6sec	18%	29%	In progress +	No constructed responses scored	+ 4.L.1 4.L.2 4.L.3
Enough Bullying / Lvl 4	88% + 1.4sec	Not started	Not started	In progress +	Not started	-

Red boxes indicate that a student is having difficulty with a skill and/or story – these students are the priority for data chats. Expand plus signs to view fluency trial data

Data: Measuring Accuracy and Speed

Accuracy and Speed

Click on a trial link to see more details



Word Errors

Orange – incorrect

Green – correct

Last trial is captured

Target	Option 1	Option 2	Option 3	
▶ time [*]	team	tiny	name	
▶ long [*]	link	lost	wing	
▶ fled	field [*]	flip	well	
▶ scene [*]	the	scope	shine	
▶ They [*]	The	That	Lady	
▶ done [*]	down	door	gene	
▶ their [*]	this	three	chair	

 Export

 Cancel

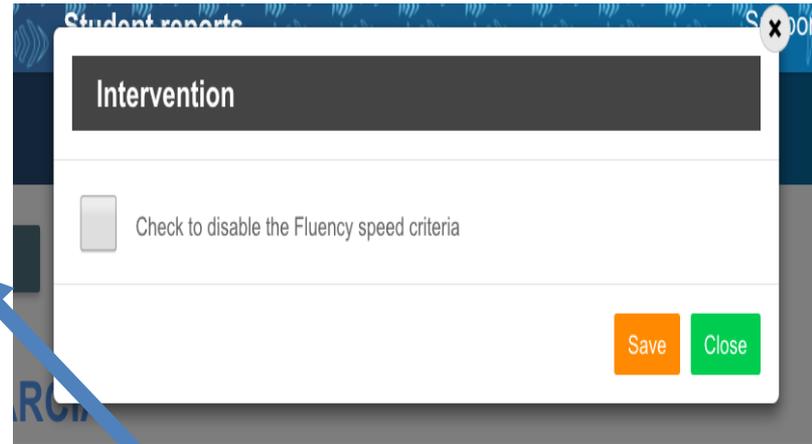
Analyzing Errors

- Together with your student, check the error list in the Student Progress Report
- Look for patterns of errors – choose the most common pattern and work on that first
- For example, you may notice that the last letter is often incorrect. This usually indicates rushing. Some students look at the first two letters of the word and make a match to those words that look similar
- Devise a different strategy for the next turn. It's best not to discuss pace yet – focus on accuracy
- If there are other error patterns, work on each in turn

Focus on Accuracy First

Teacher Intervention #1: Disable speed criteria and monitor

Teacher Intervention #1: Multiple failed fluency trials



Improvement? If yes, have the student continue 1 more story with speed criteria off. No improvement? Move to intervention #2

Click the "jet" icon to open disable function box

Teacher Intervention #2: Observe

Observe and Monitor

Teacher Intervention #2: Observe student, discuss feedback

- Observe the student completing exercises
- Determine where the issues are occurring Is it the sound trials? Is the headset working? Listen to the sounds together and observe selections
- Check Student Progress Report to monitor and check errors

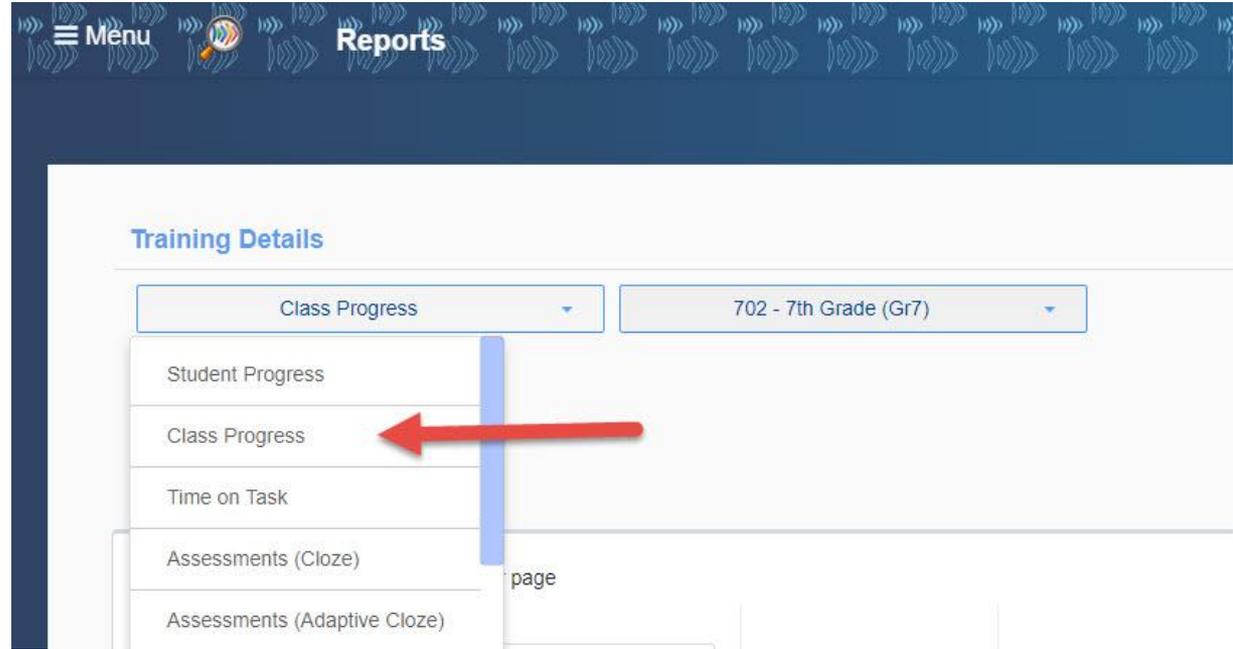
Teacher Intervention #3: Adjust

Change Story Level

Teacher Intervention #3: Move student down to a lower story level

- Change the story levels IF:
 - student is having difficulty with level 4-5 words or phrases
 - there is no significant improvement in fluency errors after speed criteria is removed
 - Students may benefit from working on an easier set of words at a lower grade level
 - Change story levels in the Class Roster

Tool #2: Class Progress Report



1. Choose Class Progress from the Reports menu
2. Select the class you want to view

Tools: Class Progress Report

Training Details

Class Progress 702 - 7th Grade (Gr7)

no problems
in progress
struggling (< 50% or retried more than 4 times)

10 items per page

First Name	Story/Level	Word Fluency	Vocabulary	Vocabulary Word Usage	Comprehension	Comprehension Essays	Top Learning Objectives Missed
Anaya Taylor	✓ Rogue Waves / Lv16	98% 1.2sec +	63%	63%	51% +	80% +	⇅ 6.RI.1 6.RI.4
♥ Cassidy Grayson	✓ Rogue Waves / Lv16	99% 1.6sec +	63%	100%	80% +	100% +	⇅ 6.RI.4 6.RI.7
JK_32	✓ Rogue Waves / Lv16	95% 2.0sec +	75%	100%	53% +	80% +	⇅ 6.RI.1 6.RI.4 6.RI.7

Monitoring with the Class Progress Page

1. Filter on a story title to view class results for that story
2. Red blocks indicate areas where students are struggling – find common gaps to isolate problem areas.

Data Chat Guide

Data Chats offer teachers and students the opportunity to review progress in BrightFish

- Chats can occur at any time during the school day. Many teachers prefer to use the beginning of a class period to work with individual students and review their performance using the Student Progress page.

When meeting with a student, together you can:

1. Assess the Problem
 - View the Current Story and the progress of the student.
 - View the type of errors made. Have the student state the type of error he/she is making.
 - Determine if the student understands the task at hand.
2. Plan an Intervention together.
3. Observe and evaluate the effectiveness of the intervention – continue to monitor the student's progress.

Fidelity Checklist

- Have goals been set?
- What does the classroom/lab environment look like?
- Have you scheduled computer and instructional time?
- Are you achieving at least 30 minutes of TOT per week?
- Are you monitoring student training data?
- What strategies are you using to assist students?
- Do you have a motivation program in place outside of BrightFish Reading?