

Article Review

Complete APA bibliographic reference:

Hintze, J. M., Daly, E. J., & Shapiro, E. S. (1998). An investigation of the effects of passage difficulty level on outcomes of oral reading fluency progress monitoring. *School Psychology Review*, 27(3), 433-436.

Three to five descriptor terms that best describe the topic:

Readability, Fluency

Type of Article:

Quantitative Study

Levels:

Grades 1-4

Briefly stated major purpose of the study:

The purpose of the study was to examine the effects of grade level versus goal level material on the oral reading fluency scores of 80 first through fourth graders over an 11-week monitoring period.

Research article –

The authors tested the effects of student grade level placement materials versus one grade above grade level placement materials on CBM fluency measures of 20 first, second, third, and fourth graders. Findings support the use of CBM measures to monitor student reading progress, but the probes proved more sensitive in monitoring student reading progress in grades one and two over grades three and four. Text difficulty had a more significant effect on grade one and two students and the authors conclude that grade level material would provide more accurate results than goal level materials for beginning readers. Using goal level material for CBM probes would provide more generalized results for third and fourth grade students.

Quantitative Study Information:

Independent Variables Included: First, second, third, fourth grade participants.

List Dependent Variables: Words correct per minute on grade and goal level material.

Treatment:

Reliability: Inter rater reliability 99.58% on CBM probes. Parallel form reliability .721-.969 on grade level material and .739-.965 on goal level material.

Procedural Integrity on data collection: 100%.

Validity: