

***PLEASE ENTER YOUR EMAIL ADDRESS IN THE CHAT BOX
SO WE CAN PAY YOU***

CORE II Project

COMPUTERIZED ORAL READING FLUENCY

PROSODY RATER TRAINING

Context

This work is part of a research project funded by the Institute of Education Sciences.

Goal: To reduce teacher workload and improve the utility of oral reading fluency (ORF) scores by creating computer-scored measures of oral reading fluency.

This part of the work focuses on the addition of *prosody* scores to the typical ORF reading rate and accuracy information.

Prosody IS ...

Often referred to as the ***expressiveness*** with which a person reads aloud.

It encompasses:

- **tone,**
- **pacing,**
- **inflection,**
- and **meaningful pauses** for effect.

It is related to accuracy and reading rate but is a separate and distinct construct. A slow reader might still have good prosody skills.

Prosody is NOT ...

Accuracy – a person might make errors, but if they self-correct and/or maintain the meaning of what they are reading, they still might demonstrate high prosody.

Speed – a person might read quickly, yet “miss the point” of what they are reading.

Embellishment *outside of* the written story – adding dramatic utterances that are not part of the text should not be considered when rating prosody.

Understanding Prosody

Think for a moment about the way a gifted storyteller weaves a story. Pretend you're listening to them.

- How do they maintain your interest?

Now, imagine a struggling reader laboring through a passage.

- What are some of the things you notice about their reading?

Skilled readers...

Read in large chunks of connected text.

Read with varied tone to build drama or add nuance to the text.

Pay attention to punctuation (syntax).

- They pause, appropriately, for commas, semicolons, and periods.
- They vary their voice to account for dialogue.

Pay attention to the meaning of what they are reading.

- They self correct when an error in reading results in a confusing sentence, even if it means going back to the start of the sentence where the error occurred so they can re-read it and introduce more appropriate tone or pacing.

Struggling readers may...

Sound out one word at a time.

Read in a monotone.

Pay little or no attention to punctuation (syntax).

- They might read right through periods and commas without hesitation.
- They might insert breaks in the sentence where a pause causes confusion about what the sentence is saying.

Pay little or no attention to the meaning of what they are reading.

- They might insert incorrect words without seeming to notice that what they are reading makes no sense.

The Task

For this project, we have thousands of audio files from students in grades 2-4, reading very short passages.

These audio files were collected in a prior IES-funded research study during which we “trained” a computer program to score students’ oral reading fluency using natural language processing. You can read more about that study at the [CORE Study Blog](https://jnese.github.io/core-blog/) (https://jnese.github.io/core-blog/).

***IF YOU HAVEN'T DONE SO ALREADY,**
PLEASE ENTER YOUR EMAIL ADDRESS IN THE CHAT BOX
SO WE CAN PAY YOU*

Prosody ranges

This year, we will be scoring the audio files using a Prosody Rating Rubric with scores ranging from 1 to 4.

- “Half-scores” (e.g., 1.5, 2.5, 3.5) are also allowed.

It’s important to keep in mind that expectations for prosody score do not change, regardless of the age of the person reading.

- Thus, we fully anticipate very few high scores for the grade 2 audio files.

Prosody Scoring Rubric for CORE II Study

Score	Description
4	Reads primarily in larger, meaningful phrase groups. Although some regressions, repetitions, and deviations from text may be present, these do not detract from the overall structure of the story. Reads smoothly with some breaks but self-corrects with difficult words and/or sentence structures. Some or most of the story is read with expressive interpretation . Reads with varied volume and expression (like talking to a friend with voice matching the interpretation of the passage).
3	The majority of phrasing seems appropriate and preserves the syntax of the author. Reads with a mixture of run-ons, mid- sentence pauses for breath, and some choppiness. There is reasonable stress and intonation. Little or no expressive interpretation is present.
2	Some word-by-word reading may be present. Word groupings may seem awkward and unrelated to larger context of sentence or passage. Reads moderately slowly. Overall meaning of the text is preserved . Little or no expressive interpretation is present.
1	Reads primarily word-by-word . Occasional two-word or three-word phrases may occur — but these are infrequent and/or they do not preserve meaningful syntax . Reads slowly and laboriously. Story line is incoherent . No expressive interpretation is present.

Adapted from Daane et al. (2005) and Rasinski et al. (2009)

The Goal

Our goal is to arrive at a *True Prosody Score* for each of the audio files that we can use to train the computer program to detect differences in prosody.

The accuracy of the *True Prosody Score* is essential because it will form the basis for all our future work on these computerized oral reading fluency measures.

Certification as a Prosody Rater

Prior to starting their work, each rater needs to complete this training and demonstrate proficiency in applying the prosody rubric by scoring **80% or higher** on **two different sets** of audio files which have previously been scored by the research team.

- Raters will have **five** opportunities to achieve a passing score on the proficiency assessment.
- Raters who are unable to achieve a passing score will be paid for their participation in this training (**\$45**) but will not be eligible to continue their participation in this project.

Post-Certification Work

Once raters have successfully demonstrated their proficiency, they will work on their own to listen to and score a variety of audio files.

- Each audio file will be independently scored by at least two raters.

Expectations

The sound quality of the audio files varies.

Each audio file is a maximum of 90 seconds in length.

We're expecting raters to listen to each audio file at least 3 times as they score.

In planning for this work, we've projected that most raters should be able to rate ~12-20 audio files per hour.

Raters will **receive \$1.25 per audio file rated and can earn up to \$25 per hour.**

- We are hoping each rater will score ~100 audio files.
- To receive payment, you must score a minimum of 50 audio files (~4 hours of work)

The Task

Step 1

- **Read over the Prosody Scoring Rubric (again!)**

Step 2

- **Listen to the audio file all the way through.**
 - Pay particular attention to whether you can understand what the passage is about.

Step 3

- **Read over the Prosody Scoring Rubric again.**

Step 4

- **Listen to the audio file a 2nd time. This time, focus on:**
 - Number of words read as a coherent unit (1 word? 2-3 words? 3-4 words? Large meaningful groups?)
 - The degree to which the author's syntax is preserved.

Step 5

- **Read over the Prosody Scoring Rubric again.**

Step 6

- **Listen to the audio file a 3rd time.**
 - Pay attention to the degree to which the student is reading with expressive interpretation.

Step 7

- **Decide on a prosody score and enter that score into the rating system.**

Prosody Scoring Rubric for CORE II Study

Score	Description
4	Reads primarily in larger, meaningful phrase groups. Although some regressions, repetitions, and deviations from text may be present, these do not detract from the overall structure of the story. Reads smoothly with some breaks but self-corrects with difficult words and/or sentence structures. Some or most of the story is read with expressive interpretation . Reads with varied volume and expression (like talking to a friend with voice matching the interpretation of the passage).
3	The majority of phrasing seems appropriate and preserves the syntax of the author. Reads with a mixture of run-ons, mid- sentence pauses for breath, and some choppiness. There is reasonable stress and intonation. Little or no expressive interpretation is present.
2	Some word-by-word reading may be present. Word groupings may seem awkward and unrelated to larger context of sentence or passage. Reads moderately slowly. Overall meaning of the text is preserved . Little or no expressive interpretation is present.
1	Reads primarily word-by-word . Occasional two-word or three-word phrases may occur — but these are infrequent and/or they do not preserve meaningful syntax . Reads slowly and laboriously. Story line is incoherent . No expressive interpretation is present.

Adapted from Daane et al. (2005) and Rasinski et al. (2009)


Setting the Scale

Grade 2

Level 4 

Level 3 

Level 2 

Level 1 


Level 1 

Grade 3

Level 4 

Level 3 

Level 2 

Level 1 

Grade 4

Level 4 

Level 3 

Level 2 

Prosody Scoring Rubric for CORE II Study

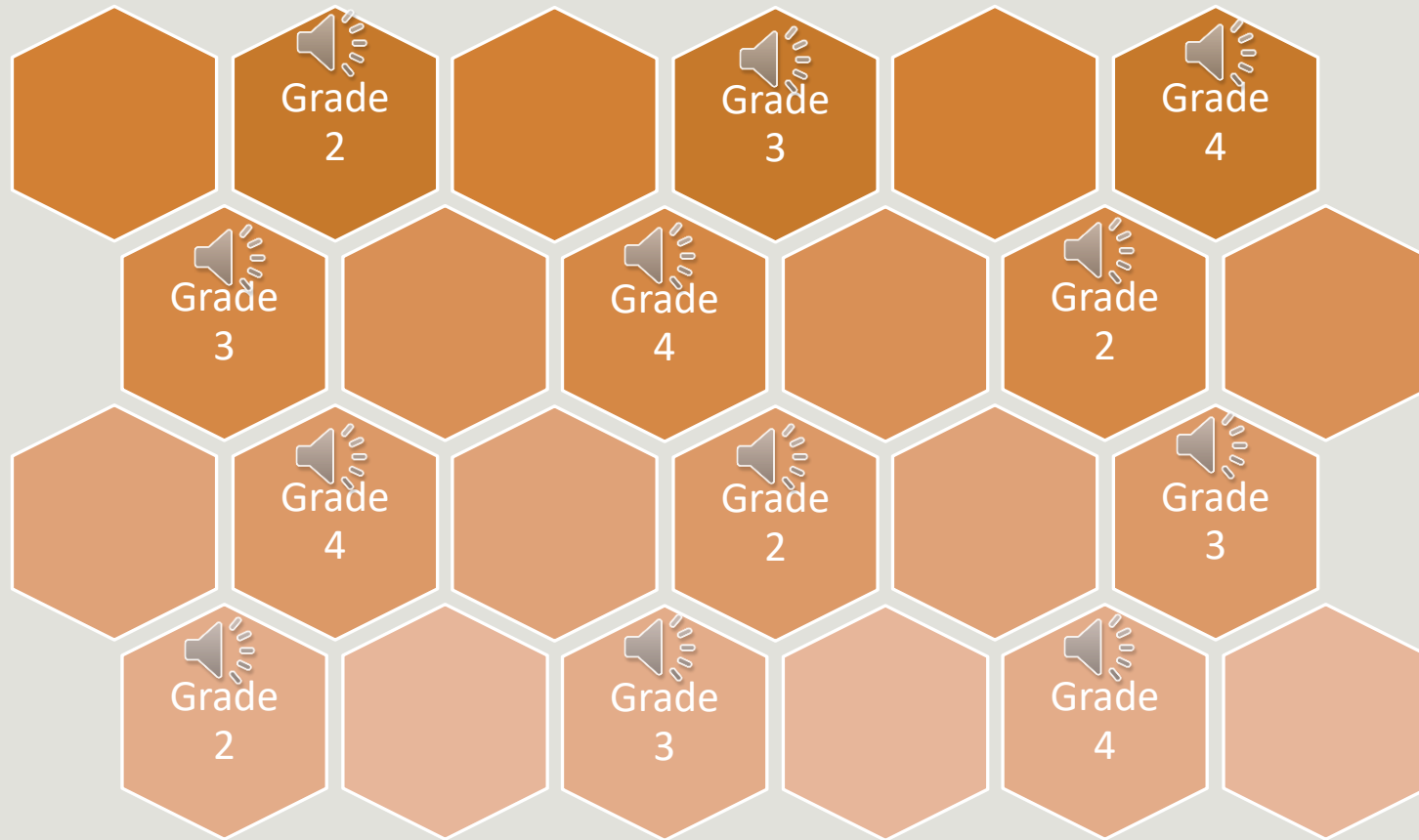
Score	Description
4	Reads primarily in larger, meaningful phrase groups. Although some regressions, repetitions, and deviations from text may be present, these do not detract from the overall structure of the story. Reads smoothly with some breaks but self-corrects with difficult words and/or sentence structures. Some or most of the story is read with expressive interpretation . Reads with varied volume and expression (like talking to a friend with voice matching the interpretation of the passage).
3	The majority of phrasing seems appropriate and preserves the syntax of the author. Reads with a mixture of run-ons, mid- sentence pauses for breath, and some choppiness. There is reasonable stress and intonation. Little or no expressive interpretation is present.
2	Some word-by-word reading may be present. Word groupings may seem awkward and unrelated to larger context of sentence or passage. Reads moderately slowly. Overall meaning of the text is preserved . Little or no expressive interpretation is present.
1	Reads primarily word-by-word . Occasional two-word or three-word phrases may occur — but these are infrequent and/or they do not preserve meaningful syntax . Reads slowly and laboriously. Story line is incoherent . No expressive interpretation is present.

Adapted from Daane et al. (2005) and Rasinski et al. (2009)

Pause for Clarification

THOUGHTS? QUESTIONS?

Practice



Pause for Clarification

THOUGHTS? QUESTIONS?

Next Steps...

- 1) You will receive an email with a link to your 1st assignment and the scoring rubric.
- 2) Your 1st assignment will be to listen to 5 audio files and score them.
- 3) The audio files and drop-down scores will be directly in the link provided.
- 4) This assignment must be completed before Training #2.

***IF YOU HAVEN'T DONE SO ALREADY,**
PLEASE ENTER YOUR EMAIL ADDRESS IN THE CHAT BOX
SO WE CAN PAY YOU*

Questions?

THANK YOU FOR YOUR INVOLVEMENT IN THIS PROJECT