

Enhancing Reading Fluency with Microsoft TEAMS Reading Accelerator

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Research Question

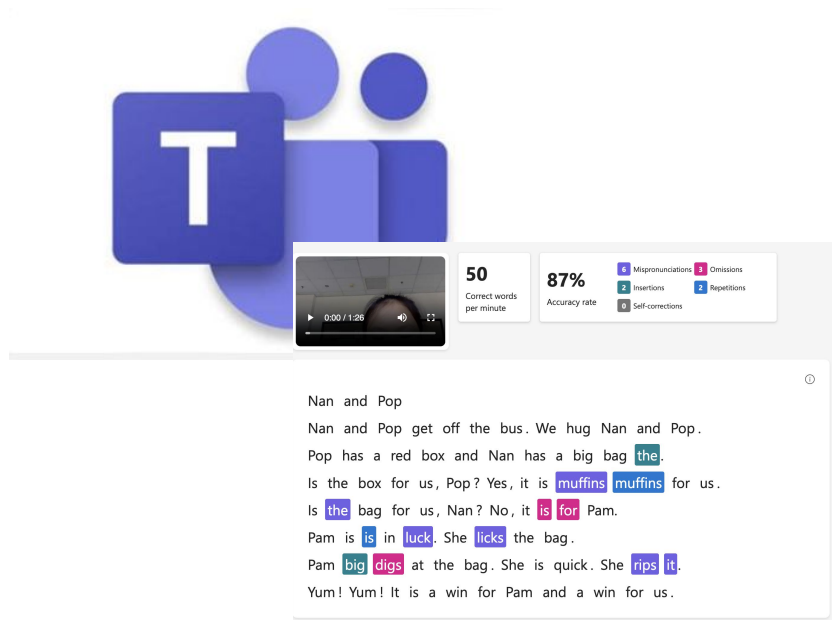
How can Microsoft TEAMS support developing reading fluency for Grade 2 English language learners who do not have access to additional English language support at home?



Methodology - Timeline

- October - December 2024: Trial TEAMS in classes
- January 2025: Invite 30+ families for parent meeting to introduce TEAMS platform
- January - May 2025: Assign weekly reading proficiency assignments
- May 2025: Analyze data

Understanding TEAMS Reading Accelerator



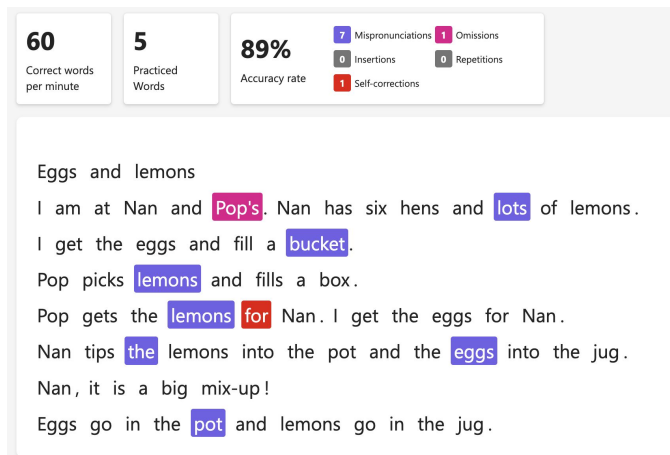
- Includes an AI-powered reading assessment tool.
- Provides feedback on reading accuracy and pronunciation.
- Helps students build reading fluency.
- Uses texts tailored to student reading ability.

Parent Meeting

- Explain the purpose of the initiative to provide students with the opportunity to receive feedback on their reading.
- Train parents to use Microsoft TEAMS.
- Troubleshoot set-up issues.

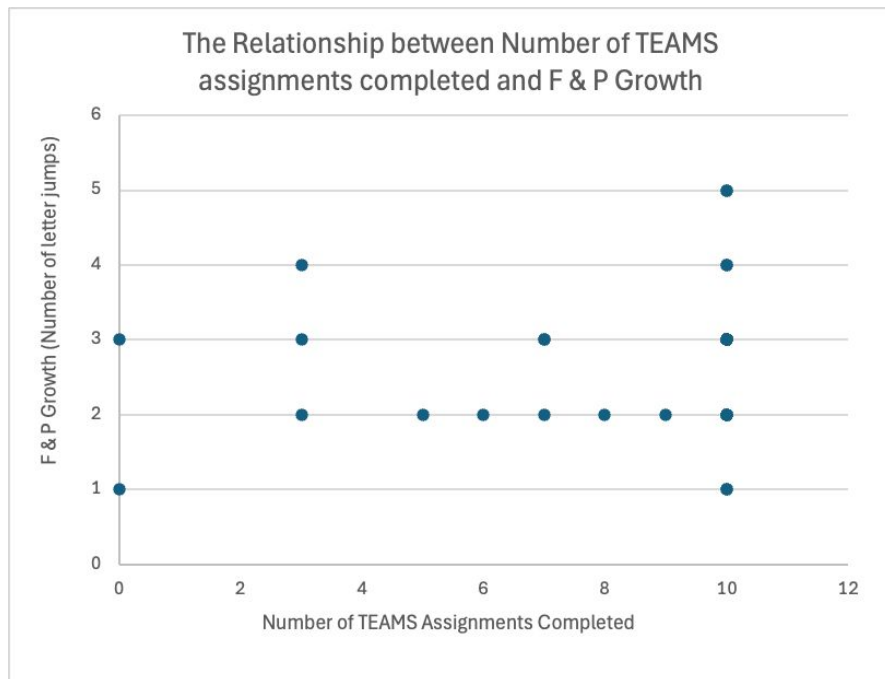


Reading Assessment Process



1. Student records reading passage.
2. AI analyzes performance.
3. Teacher analyzes results.
4. Teacher provides feedback.
5. Student receives feedback.

Findings



- Number of TEAMS Assignments completed is a measure of number assignments completed over a 3-month period when 10 TEAMS assignments were assigned.
- F&P Growth is measured as the difference between the students' December F&P level and May F&P level.

Discussion

- The scatter plot shows that students who had the highest F&P growth completed all 10 assignments.
- There were some outliers, such as one student who had 4 letter jumps (ex: G to K) who completed only 3 assignments. There were also a number of students who completed between 3 and 10 assignments who had only 2 letter jumps. This indicates that there are many factors that influence a student's reading progress outside of whether they have completed TEAMS reading assignments.
- As there are many factors that can influence a student's reading progress (class work, reading at home, outside tutor), the trends could indicate correlation, not causation.

Reflections About Research

If I were to do this research again:

- I would consider analyzing the data by gender and by whether the students attended outside tutoring activities.
- I would track the student progress over a longer period of time.
- I would look at the average F&P growth per number of assignments completed.

Looking Forward

2025-2026:

- Plan to start TEAMS Reading assignments from the beginning of the year and will work with homeroom teachers to assign readings.
- Create a visual tracker in classroom where students can see their progress, which hopefully motivates more students to complete the assignments.
- Create a certificate program where students are celebrated more regularly for their progress and completing milestone number of assignments (10, 20, etc.)