**Fluency Assessment of Oral Reading**

Provide the student with a copy of the passage from Graded Passages that corresponds to his or her assigned grade level that best corresponds with the student’s TABE score or choose the grade level based on the Word Reading Test (WRT).

Using a timer or stopwatch, have the student read the passage aloud for 60 seconds. If the student stops at an unknown word and does not attempt to pronounce it for 2 seconds, or if the student attempts the word but clearly has little chance of reading it correctly, tell the student the word and ask him or her to continue reading.

During the oral reading you should have a copy of the passage in front of you. Mark any uncorrected errors that the student makes by drawing a line through the missed word.

* There are six different types of oral miscues that a student can make: substitution, pronunciation, omission, addition/insertions, inversion, and self-correction [see chart for how to mark miscues].
* Each time a word is read incorrectly it is counted as an error.
* Words read correctly that are repeated more than once, errors self-corrected by the student, words inserted by the student that do not appear in the text, and words mispronounced due to dialect or speech impairments are **not counted** as errors.
* If a student mispronounces or omits a word, but later corrects it, write and circle a “c” above the word to indicate it was corrected.
* At the end of the 60-second period, mark where the student is in the text.

**Listening Comprehension**

Ask the student to follow along silently while you read the text aloud. Read in a normal and expressive voice. Listening comprehension is a good measure of reading comprehension. At the end of your reading, remove the passage from view and ask the student to tell you what he or she remembers from the passage.

Scoring the Graded Passages is simple and quick. The following procedures should be used.

**Oral Reading Accuracy (decoding)**

Word recognition is determined by calculating the percentage of words read correctly in the 60-second oral reading. Student reads for exactly 60 minutes. Count the total number of correct and incorrect words (WPM) read. Count the number of errors the student made. Subtract the number of errors read per minute from the total number words read per minute. This is the average number of words correct per minute (WCPM).

**WPM – errors = WCPM**

Divide the total number of words read correctly by the total number of words read (correct and incorrect).

**WCPM ÷ Total Words = Fluency Percentage**

For example, if the student read a total of 94 words in 60 seconds and made 8 errors, the percentage of words read correctly would be reflected in the following fraction:  86 / 94  (86 divided by 94) = 91.5%

 In other words, the student read 91.5% of the words correctly.

When choosing texts for students to read, it is important that they be at students’ individual reading levels.

* Independent Reading Level 99-100%
* Instructional Reading Level 92-98%
* Frustration Reading Level 91% or less

Students who perform at the frustration level on this assessment or who do not demonstrate good progress over the year should be considered for additional assessment to confirm their decoding difficulty. Such students may benefit from specific instructional intervention in decoding.

**Oral Reading Rate (speed or automaticity)**

One way reading fluency can be measured is through reading rate. Reading rate provides a measure of the extent to which a reader can automatically decode words. To determine rate, simply count the number of words the student has read correctly during the 60-second oral read. (Words read correctly include those words that the student initially misreads but then later corrects.) Then compare the students’ performance against the reading rates shown below for the appropriate grade and time within the year.

**WCPM = words read correctly in 60 seconds**

Target Reading Rates (WCPM) by Grade Level

**Grade  Beginning Middle  Final**

 1 0-10   10-50  30-90

 2 20-80  40-100  60-130

 3 60-110  70-120  80-140

 4 70-120  80-130  90-140

 5 80-130  90-140  100-150

 6 9-0140  100-150  110-160

**Oral Reading Prosody (phrasing, rhythm and expression)**

Reading fluency is more than just reading quickly. It is also the ability to interpret a text with appropriate phrasing and expression. You can measure this dimension of fluency by listening to the student’s 60-second oral reading sample and rating it on the Multidimensional Fluency Scale below. Initially you may need to tape record and listen to the student’s reading in order to use the Scale.

**Multidimensional Fluency Scale\***

| **Score** | **Expression & Volume** | **Phrasing** | **Smoothness** |
| --- | --- | --- | --- |
| **1** | Reads words as if simply to get them out. Little sense of trying to make text sound like natural language. Tends to read in a quiet voice. | Reads in monotone with little sense of phrase boundaries; frequently reads word-by-word. | Makes frequent extended pauses, hesitations, false starts, sound-outs, repetitions, and/or multiple attempts. |
| **2** | Begins to use voice to make text sound like natural language in some areas but not in others. Focus remains largely on pronouncing the words. Still reads in a quiet voice. | Frequently reads in two- and three-word phrases, giving the impression of choppy reading; improper stress and intonation; fails to mark ends of sentences and clauses. | Experiences several “rough spots” in text where extended pauses or hesitations are more frequent and disruptive. |
| **3** | Make text sound like natural language most of the time. Occasionally slips into expressionless reading. Voice volume is generally appropriate throughout the text. | Reads with a mixture of run-ons, mid-sentence pauses for breath, and some choppiness; reasonable stress and information. | Occasionally breaks smooth rhythm because of difficulties with specific words and/or structures. |
| **4** | Reads with good expression and enthusiasm throughout the text. Varies expression and volume to match his or her interpretation of the passage. | Generally reads with good phrasing, mostly in clause and sentence units, with adequate attention to expression. | Generally reads smoothly with some breaks, but resolves word and structure difficulties quickly, usually through self­- correction. |

\*This scale is an adaptation of one developed by Zutell & Rasinski, 1991.

**Student Scoring Record**

This chart will be included in each Teacher Worksheet for each reading passage. Complete each section as you score accuracy, rate or prosody of reading fluency. Make any comments to help with your decisions about instruction.

|  |  |  |
| --- | --- | --- |
| Words Per Passage |  | Date |
| Total Number of Words Read (WPM) |  | Comments |
| Total Number of Errors |  |
| Total Words Correct Per Minute (WCPM) |  |
| Fluency Percentage  |  |
|  Independent 99-100% |  |
|  Instructional 92-98% |  |
|  Frustration 91% or less |  |
| Prosody |  |



Campbell, P. & Brokop, F. (2001) *Adult Diagnostic Reading Inventory*. Grass Roots Press. pg. 10.

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| **Level 1**  | **Form A** | **157 words** |

On Sunday I went to the park. I took my son. He had so much fun. The park was big. There were lots of things to do. He went on the swings first. He flew high in the air. I told him not to go so high. He told me birds fly higher than him. Then he went on the slide.  It was the little one.  I went with him. He said I looked silly. I thought so too. He was afraid of the big slide.  It was as high as a mountain. I went on it to show him it was OK. He still didn’t want to go on it. There was a pond at the park. We fed the ducks there. All the ducks were quacking. They sounded like a traffic jam. Then I sat on a bench. He played in the sand. It was a great day. My son can’t wait to go again.

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| --- | --- | --- |
| **Level 1** | **Form B** | **127 words** |

It is hot. The sun is out, and I am very hot. I tell my son to play outside. He says it is too hot to play ball. It is too hot to ride bikes. It is way too hot to play tag.  He wants to be cool. He wants to swim, but the pool is not open yet. We have to wait till the pool opens before we can swim. I tell him to go sit under the tree. He says it is too hot to play, and it is hot under the tree. The grass is hot and makes him itchy. He comes in the house.  The air is cool in there. Soon we can go to the pool. It is too hot to play.

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| **Level 1** | **Form B** | **127 words** |

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| **Level 2** | **Form A** | **168 words** |

This weekend we went to the zoo. It was awesome. Our son went with us. His sister came too. The zoo was in the city. It took a long time to drive there. My son and his sister complained a lot. My wife said they sounded like broken records. When we got there my kids were excited. They wanted to see the seals first. They loved the seals. They put on a show. The seals could balance balls on their noses. We clapped so hard our hands turned red. They looked like they had sun burn. Next we went to see the lions. They were just lying around. My son called them lazy bones. My wife wanted to see the monkeys. She says my son and I remind her of them. The monkeys were cool. They were swinging on ropes like the kids do at recess. Then we got ice cream. It tasted so good I could have eaten ten more.  Our trip to the zoo was super.

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| **Level 2** | **Form A** | **168 words** |

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| **Level 2** | **Form B** | **155 words** |

It is so cold today! I went for a walk with the dog, and it was freezing. When I went outside the air hurt my eyes. My eyes were filled with tears, but I was not crying. My ears hurt too. The cold air made them feel like ice cubes in the freezer. I could hear bells ringing that were not ringing. I did not wear gloves even though I should have. My fingers got so cold they felt hot. What a surprise to feel so cold that you begin to feel hot! My body was not cold. I had a big coat on that kept me warm like when I am snuggled up in bed.  The dog was cold too. She kept pulling on her leash to go back to the house. Our walk was not very long. I don’t like it when it is this cold. My dog does not like it either.

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| **Level 2** | **Form B** | **155 words** |

It is so cold today! I went for a walk with the dog, and it was freezing. When I went outside the air hurt my eyes. My eyes were filled with tears, but I was not crying. My ears hurt too. The cold air made them feel like ice cubes in the freezer. I could hear bells ringing that were not ringing. I did not wear gloves even though I should have. My fingers got so cold they felt hot. What a surprise to feel so cold that you begin to feel hot! My body was not cold. I had a big coat on that kept me warm like when I am snuggled up in bed.  The dog was cold too. She kept pulling on her leash to go back to the house. Our walk was not very long. I don’t like it when it is this cold. My dog does not like it either.

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| **Level 3** | **Form A** | **242 words** |

Family trips can be fun, but some are not. Last month our family went to the beach, but it was not a fun trip. The trip took ten hours in the car. Those ten hours felt like ten days. It was plain torture. When we arrived the house looked like it hadn’t been lived in for several years.  The paint on the house was peeling off in little yellow flakes. In fact, it looked like the house was painted in sticky notes. The stairs to the front door shook when you stepped on them, like walking on a boat in a storm. My son had to share a room with his little sister, which was awful. The weather was the worst part of the trip. Every day during the entire week was overcast. The skies looked like the gray of our garage floor. It rained day and night, and so we had to stay inside.  We did walk down to the beach a couple of times. One day it was so windy I felt like I was a kite being blown around the beach. The sand whipped through the air and stung our faces like tiny bees. We had fun a few times. My son and I went for a walk on the beach, and he found a hermit crab on the jetty. That was really cool. Next year when we are going to the beach we will be hoping for better weather.

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| **Level 3** | **Form A** | **242 words** |

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| Prosody |  |

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| **Level 3** | **Form B** | **210 words** |

Blown around like a kite is how I felt when I was walking to the bus stop today. It was hard to walk in a straight line because the wind pushed me from here to there. It was like being a yoyo on a string going back and forth. Each time I thought I was safe, another gust blew me off in another direction. I saw some children trying to play kick ball, but the ball kept blowing away. It was like a funny movie.  I also saw a woman pushing two little girls on the swings. It was an easy job; the wind did most of the work.

I was glad when the bus came, but no one seemed happy on the bus. Many people combed or patted their hair. Others just looked exhausted. When I left the bus, I saw a man lose all his papers; the wind just blew them away. He looked so helpless. I tried to help him catch the papers, but it was hard. We did get all the pieces, but I think they were ruined.  The wind seemed to help me arrive at my job. I was glad it was blowing on my back instead of at my face. What a windy day!

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| --- | --- | --- |
| **Level 4** | **Form A** | **240 words** |

Family outings are very important to my family. We go lots of places together. Last weekend we went to a museum in the city. It was an art museum, but it had a lot of other things in it, too. The museum itself was a beautiful building. Stone arches covered the steps to get inside.  It felt like walking through a tunnel. The front door was huge. It was so big an elephant could have fit through it. It was an exciting walk just to get in. We saw a medieval exhibit at the museum. Our kids studied medieval times in school, so they knew a lot about it. The first room was filled with suits of armor. There were all types, not only the kind I had seen before. My wife said it was like a department store for knights. My favorite suit was one like from the books I had read. It was silver and shiny and would cover your whole body. It made me think of a haunted house and how people sometimes hide in armor and spy on you. It was kind of creepy. Then we went into a room of paintings from that time period. They were nice. The museum was very quiet when we were there. It reminded me of the library. There were lots more rooms in the exhibit. We went to almost all of them. The armor one was my favorite though.

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| **Level 4** | **Form A** | **240 words** |

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|  Instructional 92-98% |  |
|  Frustration 91% or less |  |
| Prosody |  |

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| **Level 4** | **Form B** | **224 words** |

Today is a dark, dreary, and rainy day. It has been raining ever since I woke up. It rained all day at work.  It rained the whole way home on the bus. It rained the entire walk home from the bus stop, and it is still raining even now. Outside there is a rippling layer of water that covers the ground. It is like the whole world has turned into a baby swimming pool that only comes up to your ankles. There are leaves covering all the lawns and streets. They have been ripped from their branches by rain drops that have been endlessly falling, taking with them everything in their path. The leaves just lay on the ground and they seem to be wondering what they did to deserve this; it wasn’t their time to fall yet. Cars drive by with their headlights on, even though it is not night time. They seem to be confused. The sun has disappeared, and I’m not sure it will ever return. Silently I sit by my window, waiting for the rain to stop. I hope to be freed soon from my indoor prison. Winter is coming; every day before the cold  arrives needs to be spent enjoying the outdoors. Today is a dark, dreary, and rainy day. It has been raining ever since I woke up.

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| **Level 4** | **Form B** | **224 words** |

Today is a dark, dreary, and rainy day. It has been raining ever since I woke up. It rained all day at work.  It rained the whole way home on the bus. It rained the entire walk home from the bus stop, and it is still raining even now. Outside there is a rippling layer of water that covers the ground. It is like the whole world has turned into a baby swimming pool that only comes up to your ankles. There are leaves covering all the lawns and streets. They have been ripped from their branches by rain drops that have been endlessly falling, taking with them everything in their path. The leaves just lay on the ground and they seem to be wondering what they did to deserve this; it wasn’t their time to fall yet. Cars drive by with their headlights on, even though it is not night time. They seem to be confused. The sun has disappeared, and I’m not sure it will ever return. Silently I sit by my window, waiting for the rain to stop. I hope to be freed soon from my indoor prison. Winter is coming; every day before the cold  arrives needs to be spent enjoying the outdoors. Today is a dark, dreary, and rainy day. It has been raining ever since I woke up.

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| **Level 5** | **Form A** | **319 words** |

Last week, my family went to the county fair. My brother is a volunteer fireman, so he was working at the fair. My children and I went to meet him. I am very glad we did; it was a great night. When we arrived the fair was very crowded, and finding my brother was like finding a needle in a haystack. We finally found him because we heard the fire truck siren blaring and knew it was him. Showing off the fire truck is his favorite pastime; that truck is his pride and joy.

There was a feeling of excitement at the fair. Everyone was happy and having fun, just like how the children feel on their birthdays. First, my children went on a Ferris wheel that was over a hundred feet high. They said they could see the whole town when they were at the top. I was truly nervous when they stopped at the top because the car they were in swayed back and forth like a flag whipping in the wind. Shutting my eyes and pretending they were on the ground helped calm me down, but it felt like forever until they started down again. I was relieved when the ride was over, but, of course, they wanted to go again.

After that we each got something to eat. My son got bright blue cotton candy, blue like a lollipop, not like the sky. I don’t know how he could eat it. It was so sweet it tasted like sugar straight from the sugar bowl, and it made his tongue turn blue. My daughter got funnel cake covered in sugar. She got so much powdered sugar on her face that she looked like a mime.  I thought it was funny, but she didn’t.

We rode on several more rides and looked at lots of interesting stuff before we left. It really was a fantastic night.

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| **Level 5** | **Form B** | **286 words** |

Lightening crashes, thunder booms, and the earth shakes with the power of the storm. This storm is holding us captive in the lobby of the grocery store. Looking out the huge glass windows we see an angry sky, a sky that seems to be daring us to come outside and make a mad dash for our car. Through the pelting rains we see our brave little minivan. It is just waiting for us to fill her trunk with the week’s food and her seats with our bodies. Another brilliant flash of lightening illuminates the sky. All of us prisoners of the storm gasp together and change our minds about risking the run. Babies cry and toddlers whimper. Even my son, a brave fifth grader, moves closer to me as if to keep me safe.

I am getting restless; I need to get home.  The ice cream is melting. The crowd at the front of the store is getting bigger. Every now and then a young man darts out into the weather. We all watch as he gets beaten by the rains and struggles to make it into his car. Then we all watch as he drives away, freed from the stuffy store that we are trapped in.

I decide to make that courageous run. I tell my children to hold hands and not to move.  They watch in amazement as I run into the rain. I run like an Olympic athlete and reach the car in no time at all. The children watch as our brave little minivan drives to the door. Grocery bags in hand, the children make their dangerous trip. We have beaten the storm. I feel like I have saved the day.

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| **Level 6** | **Form A** | **298 words** |

Have you ever been to an amusement park? Over Labor Day, our family went to the largest one in our state. We rode many rides and saw some fantastic shows. The greatest parts were the roller coasters.  My children's mission was to go on every coaster at least once, and they accomplished it. They even went on several twice.

The recently constructed Shredder was the first they tried. It is the tallest, largest, and most daunting coaster I have ever seen. Despite my better judgment, I agreed to accompany them on the ride. We didn't have to wait in line too long to experience The Shredder. Once on board, a large metal bar held my body in place, and two pads surrounded either side of my head. It was intimidating to stand there and look up, knowing the ride was about to begin. My heart was beating like drums at a rock concert, and as we slowly climbed up the coaster, it felt like the volume of my heartbeat was being turned up louder and louder. Suddenly, the climb was over, and we began to plunge.  It felt as if we were free falling to the ground. I was afraid that the safety bar would release. But to my relief, it didn't. Upon reaching the bottom, we started to whip around bends and fly upside down like we were a balloon losing air. My head was knocked back and forth between the pads like a pinball. Up and down we went, round and round, upside down and back again.

It seemed like the ride would never stop, and then all of a sudden it was over. I was ready to take a break after this adventure, but after my children regained their composure, they were ready for more.

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| **Level 6** | **Form B** | **246 words** |

The air was crisp and clear after last night’s rain. It was one of those fall days that you wait for. Everything was perfect. The leaves that still clung to the trees were a kaleidoscope of colors: red, yellow, orange, brown, and green. The fallen leaves littered the street like remnants of a party that had gone on the night before.

Stepping out of my warm house for my early morning walk was like stepping into a memory of days that had gone before. The cool air met me. I took a deep breath, drawing in the lovely scents of the season. The crispness of this air is what makes this type of day so special.

I thought of backyard football, leaf piles, and warm coats and hats as I crunched down the leaf covered sidewalk. I had a small start of excitement and anticipation as I thought of the warm turkey and gravy I would eat at next week’s Thanksgiving feast. A few birds called to me from the trees. Squirrels darted out of my path as they hunted for those final nuts to keep them fat and full over the winter. The few cars that ventured down this street drove slowly, aware that wet leaves are a deceptive hazard.

The cars seemed to be showing their own form of respect for this special morning. It was the type of fall day you dream of, the type that you remember for the rest of your life.

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