

Oral Reading Fluency Assessment

Grades 4-6

What Does It Assess?

Oral reading fluency assessments determine the number of words a student can read aloud per minute and how many of these words are read correctly.

Why Is It Assessed?

Students need to be fluent in order to be proficient readers. The District Assessment Plan must include assessments that substantiate student growth in standard learning. Reading fluently is within Standard 1: Reading Process.

Where Is It Assessed?

Oral reading fluency will be assessed in **Grades 4, 5, and 6**.

Who Is Assessed?

All students in Grades 4, 5, and 6 will be assessed the **first quarter** and the **fourth quarter**.

When Is It Assessed?

The fluency assessment will be administered to every student in a grade level in the **first quarter** and **last quarter** of the school year.

How Is It Assessed?

Students will complete a timed oral reading of a selected on-level passage. As the student reads, the teacher follows along in a copy of the same text and notes errors. To calculate the number of words read correctly in one minute, subtract the number of errors from the total number of words read.

Errors

- Omission
- Substitution
- Misreading
- insertion of word
- hesitation for more than 3 seconds

Not Errors

- self-corrections
- repetitions

“Fluency may be more than the sum of its part.

Reading accurately, while critical, is not sufficient for supporting fluent reading. The ability to read a passage fluently with awareness of syntax, phrasing, and expression undoubtedly goes beyond simply being able to read words. While fluency data can be interpreted causally, the results suggest that reading fluency may have as much to do with being able to gain meaning from text (comprehension), as it does with being highly accurate in reading words.” NAEP 1992 Trends in Academic Progress.

Norm Fluency Table

Grade Level	First Quarter	Fourth Quarter
4	90 wpm	120 wpm
5	115 wpm	150 wpm
6	140 wpm	>150 wpm

Passages

The fluency passages have been obtained from the Macmillan/McGraw-Hill Reading Series for Grades 4-6. They have been selected by this company to reflect the content, length, and readability levels that a student should be able to read independently.

The passages are attached. Grade level, quarter given, and teacher/student copy are identified in the lower right corner of each passage.

Scoring

To calculate the number of words read correctly in one minute, subtract the number of errors from the total number of words read.

The numbers in the left column of each passage are a guide for counting the words.

Reporting

A class reporting sheet is included at the end of this packet. **A copy of the report should be given to the principal at the end of the first quarter with the first quarter scores in place.**

At the end of the fourth quarter, all aspects of the report should be completed and given to the principal and to the Curriculum Department to be included in the District Assessment Plan.

Administering Fluency Assessments

• Directions

Give a student the reading passage, and explain that you would like him or her to read the passage out loud and then answer two questions about it. Then say: *When you are ready, you may begin.* Start your stopwatch when the student reads the first word.

1. Follow along as the student reads. Place a line through each word that is read incorrectly or omitted.
2. If the student substitutes or mispronounces a word, put a line through it and write the word the student said above it.
3. If the student does not correctly say a word within 3 seconds, say the word for the student and circle the word to mark it as incorrect. Self-corrections and repetitions are not marked as errors.
4. At the end of one minute, stop your stopwatch and place a bracket (]) after the last word read by the student.
5. When the student finishes reading the whole passage, have him or her answer the comprehension questions orally.

• How to Score

1. Look at the number in the left margin of the passage, on the same line as the bracket. Add to this number all the words before the bracket to figure out how many words the student was able to read in one minute.
2. Count each word you circled or put a line through. The total is the number of errors made. Subtract this number from the number of words read in one minute to arrive at the Words Correct Per Minute score.
3. Use this formula to score Reading Accuracy.

$$\frac{\text{Total No. of Words Read} - \text{No. of errors}}{\text{Total Number of Words Read}} \times 100$$

A Scoring Chart is provided on the inside front cover to help you calculate the percentage.
4. In the Fluency Checklist, put 1, 2, or 3 in each box to show if the student's behavior while reading aloud is (1) weak, (2) on-target/developing appropriately, or (3) strong.
5. Write comments about oral reading performance under Notes and Observations, including the student's ability to answer the comprehension questions.

Scoring Sample

	Surviving the winter is difficult for many animals. Some	
9	animals and insects, like birds and butterflies, are able to	
19	<u>migrate</u> to warmer places. Other animals, such as bears,	
28	cannot make such a move. To survive the icy weather, many	
39	bears go to sleep. This sleep is called hibernation. Preparing	
49	for this deep sleep keeps bears busy throughout late summer	
59	and fall. During this time they must eat a lot of berries and	
72	fish. The food helps them ^{gain} gain at least 40 pounds a week.	
84	They must store enough body fat because they have to live	
95	off this fat while asleep. For its long sleep, a bear cuddles up	
108	in a cave or hollow log. Its heart rate <u>]</u> may drop from 40 to 10	
123	beats a minute. Most bears start hibernating in early October.]33	

No. of
words
read:
117

No. of
errors
made:
3