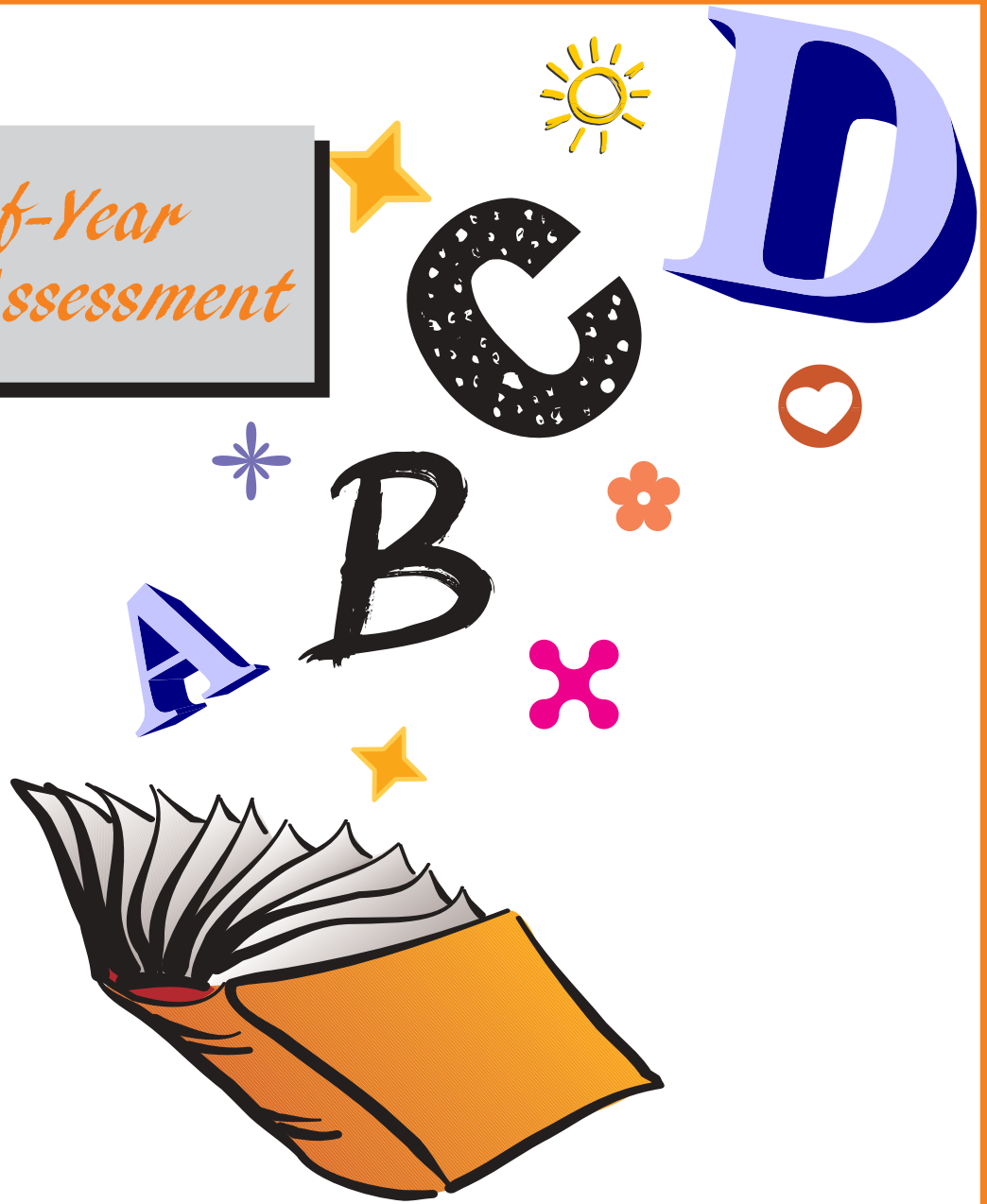


*End-of-Year  
Fluency Assessment*



**TEACHER MATERIALS**  
**GRADE 1**

## Reading/Language Arts Instruction

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# END-OF-YEAR FLUENCY ASSESSMENT - GRADE 1

## MATERIALS LIST

### Teacher Materials Booklet

- **General Directions for One-Minute Administration of Reading Passages**
- **Fluency Passage #1**
- **Fluency Passage #2**
- **Classroom Summary Report** (Blackline Master)
- **School Summary Report** (Blackline Master)

### Student Record Sheet - Passages #1 and #2

**Laminated Fluency Sheet - Passages #1 and #2** (for student use)

# General Directions for One-Minute Administration of Reading Passages

***For this assessment to be reliable, it must be based on a “cold” reading.  
Do NOT have students rehearse or browse either passage.***

## **MATERIALS:**

1. Laminated copy of Passage #1 and Passage #2 (student copies)
2. Numbered copy of Passage #1 and Passage #2 (examiner copies)
3. Stopwatch
4. Tape recorder (optional)<sup>a</sup>

## **DIRECTIONS FOR PASSAGES #1 AND #2:**

1. Place the laminated copy in front of the student.
2. Place the numbered copy in front of you. Shield it so the student cannot see what you record.
3. Say these specific directions to the student for Passage #1:  
*When I say “Begin,” start reading aloud at the top of this page. (DEMONSTRATE BY POINTING.)  
Try to read each word. If you come to a word you don’t know, I will say the word for you. When I say  
“Stop,” stop reading.*
4. Say “Begin” and start your stopwatch when the student says the first word. If the student fails to say the first word of the passage after 3 seconds, say the word, mark it as incorrect, then start your stopwatch.
5. Follow along on your copy. Put a slash (/) through words read incorrectly.
6. If a student stops or struggles with a word for 3 seconds, say the word and mark it as incorrect.
7. At the end of 1 minute, place a bracket (]) after the last word and say, “Stop.”
8. Repeat directions for Passage #2: see Directions, #3-#7.

## **SCORING PROCEDURE:**

Record the total number of words read, subtract the errors, and write the number of words the student read correctly in the box in the bottom right-hand corner of the page. On the Classroom Assessment Report, enter the number of words correct per minute (WCPM) for Passage #1 and Passage #2. Then average the two scores and enter the “averaged” score. When all students have completed the fluency assessment, record classroom totals in the boxes provided (# of students tested, # of students at/above the 50th percentile, and % of students at/above the 50th percentile).

<sup>a</sup> Tape recorders facilitate error analysis.

Passage #1

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

**Say these specific directions to the student:**

*When I say “Begin,” start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don’t know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes.*

Mom and dad handed Jill a large package. 8  
 It was an ant farm. There were ten ants 17  
 living in the soil. Jill liked it so much she was 28  
 going to take it to school for show and tell. 38  
 Her mother said her class would enjoy seeing 46  
 it but told her to be careful and not drop it. 57  
 When Jill took the ant farm to school, 65  
 she placed it too close to the edge of her desk. 76  
 One of her classmates bumped it and knocked 84  
 it over. The farm burst open, and the ants 93  
 escaped. Some crawled onto Jill’s pencil 99  
 box, and some climbed up the teacher’s desk. 107  
 Quickly, the children picked up the 113  
 runaway ants. At first they found only a few. 122  
 Soon nine were safely in a jar. Jill was sure 132  
 there was one ant still loose. They looked 140  
 high and low. Just then Charles yelped. 147  
 The missing ant had crept up his sleeve. 155  
 At last all the ants were caught. The class 164  
 laughed as Charles grumbled and scratched 170  
 his itching arm. 173

**EVALUATING CODES FOR ORAL READING**

sky (/) word read incorrectly  
 blue  
 ^ sky (^) inserted word  
 (□) after the last word read

**Comments:**

**FLUENCY SCORE**

Number of Words Read Per Minute: \_\_\_\_\_  
 Number of Errors: — \_\_\_\_\_  
 Number of Words Read Correctly: \_\_\_\_\_  
 Passing Criterion (50th %ile) = 55

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; and 4) dropped endings or sounds. Self-corrections and word repetitions are NOT marked as errors.

Passage #2

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

**Say these specific directions to the student:**

*When I say “Begin,” start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don’t know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes.*

Brad was happy because today was 6  
 his first chance to ice fish. He put on his 16  
 new jacket, boots, and hat. Brad hiked with 24  
 Grandpa to the lake. 28

The frozen lake sparkled. Two deer 34  
 stood at the edge of the shore. Brad shivered 43  
 from the cold wind. He tucked his face inside 52  
 his coat. 54

Grandpa chopped a hole in the ice. It was 63  
 just the right size. They took out their new 72  
 fishing poles. They dropped their fishing lines 79  
 down the hole and into the water. Sitting on 88  
 a box beside the hole was not as much fun as 99  
 Brad thought it would be. It was freezing! 107

Grandpa glanced at Brad and smiled. 113  
 He knew his grandson would forget the frosty 121  
 air when the fish started nibbling the bait. 129  
 Sure enough, when a large fish took the bait, 138  
 Brad jumped to his feet. There will be fish for 148  
 dinner tonight! 150

**EVALUATING CODES FOR ORAL READING**

~~sky~~ (/) word read incorrectly

blue  
 ^ sky (^) inserted word

(□) after the last word read

**Comments:**

**FLUENCY SCORE**

Number of Words Read Per Minute: \_\_\_\_\_

Number of Errors: — \_\_\_\_\_

Number of Words Read Correctly: \_\_\_\_\_

Passing Criterion (50th %ile) = 55

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; and 4) dropped endings or sounds. Self-corrections and word repetitions are NOT marked as errors.

# End-of-Year Fluency Assessment

## GRADE 1 - CLASSROOM SUMMARY REPORT

SCHOOL: \_\_\_\_\_ TEACHER: \_\_\_\_\_

DATE: \_\_\_\_\_ STUDENT ENROLLMENT: \_\_\_\_\_

STUDENT NAMES [Last, First, Middle Initial]	PASSAGE #1 55 WCPM	PASSAGE #2 55 WCPM	AVERAGE SCORE

<b>END-OF-YEAR ASSESSMENT CLASSROOM REPORT</b>	Total # of Students Tested	# of Students At/Above 55 WCPM	% of Students At/Above 55 WCPM

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Signature of Teacher

Date

# End-of-Year Fluency Assessment GRADE 1 - SCHOOL SUMMARY REPORT

SCHOOL: \_\_\_\_\_

STUDENT ENROLLMENT: \_\_\_\_\_

LOCAL DISTRICT: \_\_\_\_\_

DATE: \_\_\_\_\_

<b>CLASSROOM/TEACHER #</b>	<b>Total # of Students Enrolled</b>	<b>Total # of Students Tested</b>	<b># of Students At/Above 55 WCPM</b>	<b>% of Students At/Above 55 WCPM</b>
Classroom/Teacher #				
Classroom/Teacher #				
Classroom/Teacher #				
Classroom/Teacher #				
Classroom/Teacher #				
Classroom/Teacher #				
Classroom/Teacher #				
Classroom/Teacher #				
Classroom/Teacher #				
Classroom/Teacher #				
Classroom/Teacher #				
Classroom/Teacher #				
Classroom/Teacher #				

<b>END-OF-YEAR ASSESSMENT SCHOOL REPORT FOR DISTRICT/STATE</b>	<b>Total # of Students Tested</b>	<b># of Students At/Above 55 WCPM</b>	<b>% of Students At/Above 55 WCPM</b>
_____ Signature of Principal		_____ Date	

**Fourth Edition**

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