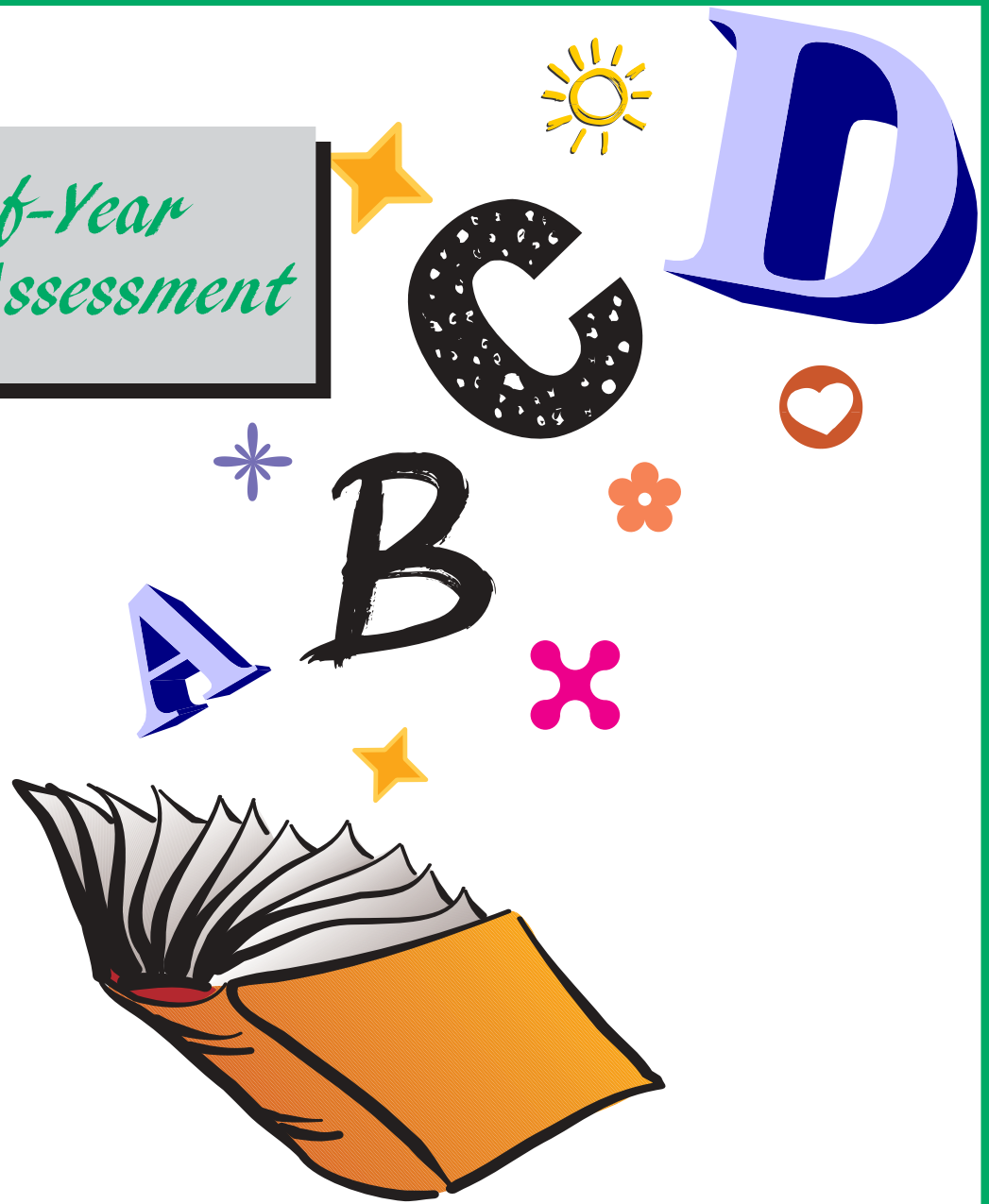


*End-of-Year
Fluency Assessment*



TEACHER MATERIALS
GRADE 2

Reading/Language Arts Instruction

END-OF-YEAR FLUENCY ASSESSMENT - GRADE 2

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)^a

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. Try to read each word. If you come to a word you don’t know, I will say the word for you. This is not a speed reading test. Read the passage with expression. 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:

Add 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).

^a 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.

The day was rainy and gloomy. Dark 7
 clouds drifted across the sky. The young boy 15
 took a pillow from his bed and tossed it onto 25
 the floor. Lying down, he propped his feet 33
 on the edge of his toy box. He munched on 43
 crackers and was careful not to scatter 50
 crumbs. Then he put on his earphones and 58
 listened to the radio. It was a jazz station. 67
 At that moment, he wanted to become a disk 76
 jockey. 77

He tuned in to another station. This 84
 music was country and western. Now he 91
 dreamed of life as a cowboy. He would ride 100
 the fastest horse in the world. Maybe he’d 108
 join the rodeo and rope cattle. 114

Next, he turned the radio to hip-hop. 122
 Perhaps he’d write songs. He thought he 129
 could be a singer and dancer on the stage. 138
 He imagined colored lights flashing, a band 145
 playing loud music, and a crowd applauding 152
 and screaming. Of course they would ask for 160
 his autograph! 162

He slowly stood and stretched. It would 169
 be a long time before he had a career. He 179
 guessed it might be wise to be a kid for a 190
 little while longer. 193

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) = 90

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.

The campers rolled up their sleeping bags. 7
 They swept the tent floor. It was time for the 17
 eight-year-old boy and his father to go for a 28
 morning walk. Mother stayed behind. She was 35
 busy cooking breakfast on the campfire grill. 42
 The dark-haired boy grasped his dad’s hand as 51
 they hiked into the woods. 56
 In a nearby pond, they spied a tiny frog 65
 sitting in the middle of a lily pad. The green 75
 leaf was floating on the water. The child and 84
 his father stood at the edge of the pond. They 94
 quietly gazed at the small creature. Suddenly, 101
 the frog jumped into the water. It disappeared. 109
 Waves rippled over the water’s surface. The 116
 silence was broken with a shout. “Wow!” It 124
 was the first time the boy had seen a frog in 135
 a natural setting. 138
 Excited, the child ran ahead. He watched 145
 for other animals along the path. Suddenly, 152
 he realized they were everywhere! Robins 158
 sang as they perched on limbs. Two blue jays 167
 quarreled over food. Gray squirrels scurried 173
 up and down tree trunks. Their cheeks were 181
 stuffed with acorns. Then, the smell of cooking 189
 bacon drifted their way. The boy and his father 198
 decided to return to camp. It was time for 207
 breakfast. 208

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) = 90

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 2 - SCHOOL SUMMARY REPORT

SCHOOL: _____

STUDENT ENROLLMENT: _____

LOCAL DISTRICT: _____

DATE: _____

CLASSROOM/TEACHER #	Total # of Students Enrolled	Total # of Students Tested	# of Students At/Above 90 WCPM	% of Students At/Above 90 WCPM
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 #				

END-OF-YEAR ASSESSMENT SCHOOL REPORT FOR FOR DISTRICT/STATE	Total # of Students Tested	# of Students At/Above 90 WCPM	% of Students At/Above 90 WCPM
_____ Signature of Principal		_____ Date	

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