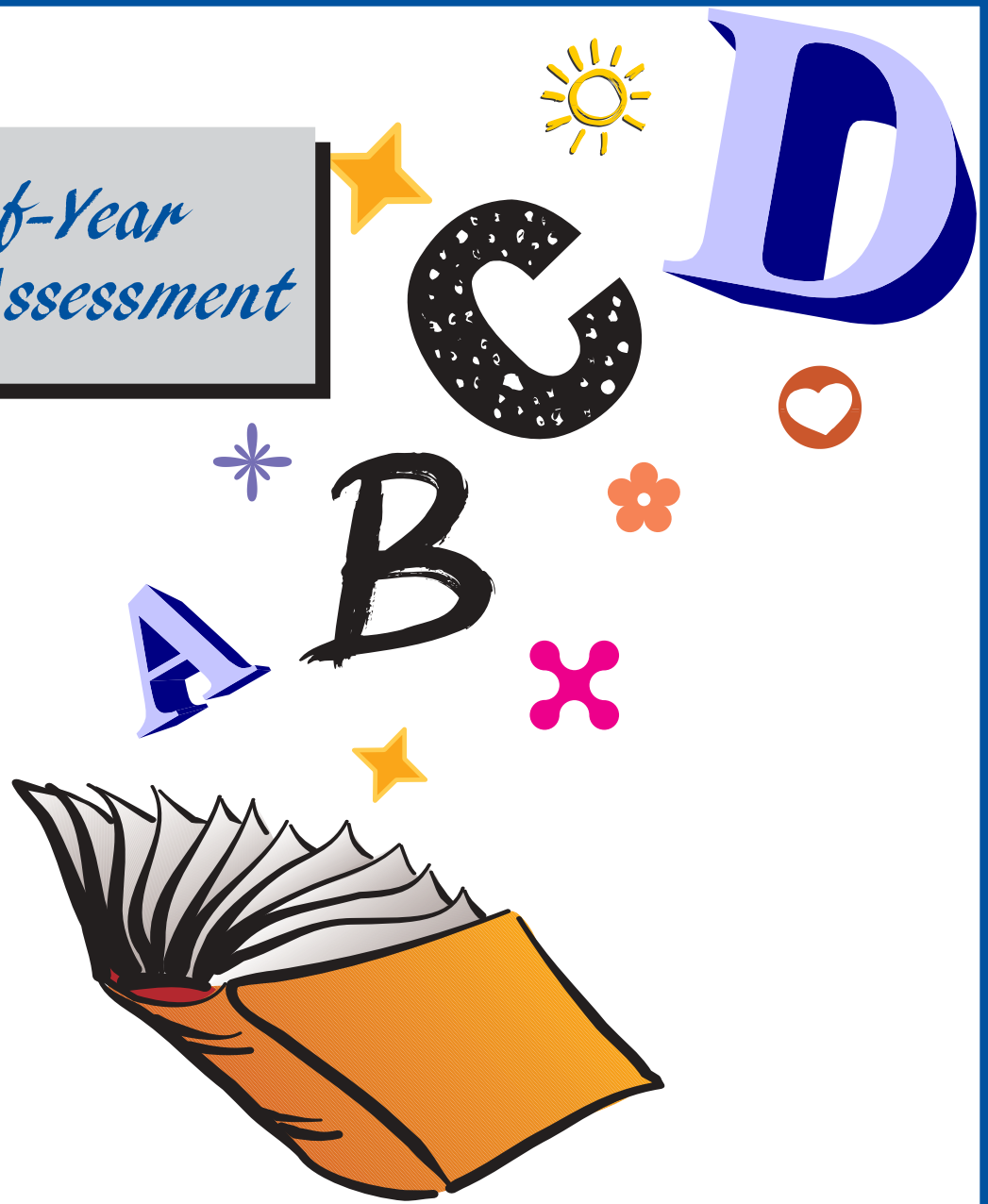


*End-of-Year
Fluency Assessment*



TEACHER MATERIALS

GRADE 3

Reading/Language Arts Instruction

END-OF-YEAR FLUENCY ASSESSMENT - GRADE 3

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.

8 Today was Saturday. It was the little girl’s
 18 favorite day of the week. She was thankful the day
 27 was crisp and clear. She enjoyed being outside on
 35 weekends. She liked riding her bike and working
 44 in the garden. Earlier that spring, her family had
 52 planted flower and vegetable seeds. The plants were
 60 still no higher than her thumb. Blueberry bushes
 67 from last year had survived the winter.

74 When the morning sun peeked over the
 82 mountains, she opened the garden gate. One of
 91 her chores was pulling weeds. She didn’t mind this
 100 job because she liked the fresh air. She noticed
 106 dandelion weeds were already sprouting yellow
 114 blossoms. If they were not removed, they would
 123 quickly go to seed. They were also crowding the
 131 young vegetable plants. To pull the weeds, she
 140 carefully used a small hand shovel. She didn’t want
 150 to damage the roots of the tender plants. Soon the
 159 cardboard box she brought with her was full of
 160 weeds.

168 Later that afternoon, she decided to rest and
 175 watch her favorite television show. She was
 185 interested in it for a short time. However, the day
 195 was too nice to stay indoors. She asked her father
 208 if he would go on a bike ride to the park with her.
 218 He said yes. They rode to the park where they
 226 watched a softball team practice on the field.

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) = 110

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 classroom had just settled down. The teacher 8
 stood in front of her students. She explained that 17
 she had just received letters from a school in Mexico. 27
 Children from this country were looking for pen pals. 36
 They had written letters and were hoping for a quick 46
 reply. 47
 At first, the idea of writing to strangers seemed 56
 frightening. What would the class write about? They 64
 looked at maps. They wanted to learn about life in 74
 Mexico. Then students became excited. Perhaps they 81
 could exchange letters for a long time. 88
 Each student began to write. One boy wrote about 97
 Simba, his new golden lab. He wrote about the hard 107
 time he had training the energetic puppy. His pet 116
 had finally learned how to fetch the newspaper. 124
 Taking a morning walk with his dog was one of his 135
 favorite things to do. The boy asked if children in 145
 Mexico had dogs. 148
 One girl decided to tell about her new neighbors. 157
 They had a little girl her age. When school started, 167
 she helped her friend meet everyone. Her friend was 176
 now quite comfortable. The girl wondered if people 184
 in Mexico had neighbors. 188
 When the letters were finished, the students 195
 went to the post office. It would take weeks for the 206
 letters to reach Mexico. The students went back to 215
 school anxious to hear from their new pen pals. 224

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) = 110

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 3 - SCHOOL SUMMARY REPORT

SCHOOL: _____

STUDENT ENROLLMENT: _____

LOCAL DISTRICT: _____

DATE: _____

CLASSROOM/TEACHER #	Total # of Students Enrolled	Total # of Students Tested	# of Students At/Above 110 WCPM	% of Students At/Above 110 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 110 WCPM	% of Students At/Above 110 WCPM
_____ Signature of Principal		_____ Date	

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