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)*

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).

* 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.

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

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

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

EVALUATING CODES FOR ORAL READING

sky (/) word read incorrectly
blue     (^) 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.
The classroom had just settled down. The teacher stood in front of her students. She explained that she had just received letters from a school in Mexico. Children from this country were looking for pen pals. They had written letters and were hoping for a quick reply.

At first, the idea of writing to strangers seemed frightening. What would the class write about? They looked at maps. They wanted to learn about life in Mexico. Then students became excited. Perhaps they could exchange letters for a long time.

Each student began to write. One boy wrote about Simba, his new golden lab. He wrote about the hard time he had training the energetic puppy. His pet had finally learned how to fetch the newspaper. Taking a morning walk with his dog was one of his favorite things to do. The boy asked if children in Mexico had dogs.

One girl decided to tell about her new neighbors. They had a little girl her age. When school started, she helped her friend meet everyone. Her friend was now quite comfortable. The girl wondered if people in Mexico had neighbors.

When the letters were finished, the students went to the post office. It would take weeks for the letters to reach Mexico. The students went back to school anxious to hear from their new pen pals.
End-of-Year Fluency Assessment
GRADE 3 - CLASSROOM SUMMARY REPORT

SCHOOL: ____________________________   TEACHER: ____________________________

DATE: ____________________________   STUDENT ENROLLMENT: ____________________________

<table>
<thead>
<tr>
<th>STUDENT NAMES [Last, First, Middle Initial]</th>
<th>PASSAGE #1 110 WCPM</th>
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<th>AVERAGE SCORE</th>
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END-OF-YEAR ASSESSMENT CLASSROOM REPORT

Total # of Students Tested | # of Students At/Above 110 WCPM | % of Students At/Above 110 WCPM
---------------------------|----------------------------------|-----------------------------

Signature of Teacher ____________________________  Date ____________________________

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End-of-Year Fluency Assessment
GRADE 3 - SCHOOL SUMMARY REPORT

SCHOOL: _______________________________  STUDENT ENROLLMENT: _______________________________

LOCAL DISTRICT: _______________________________  DATE: _______________________________

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<tr>
<th>CLASSROOM/TEACHER #</th>
<th>Total # of Students Enrolled</th>
<th>Total # of Students Tested</th>
<th># of Students At/Above 110 WCPM</th>
<th>% of Students At/Above 110 WCPM</th>
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END-OF-YEAR ASSESSMENT
SCHOOL REPORT FOR
FOR DISTRICT/STATE

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_________________________  _______________________
Signature of Principal  Date