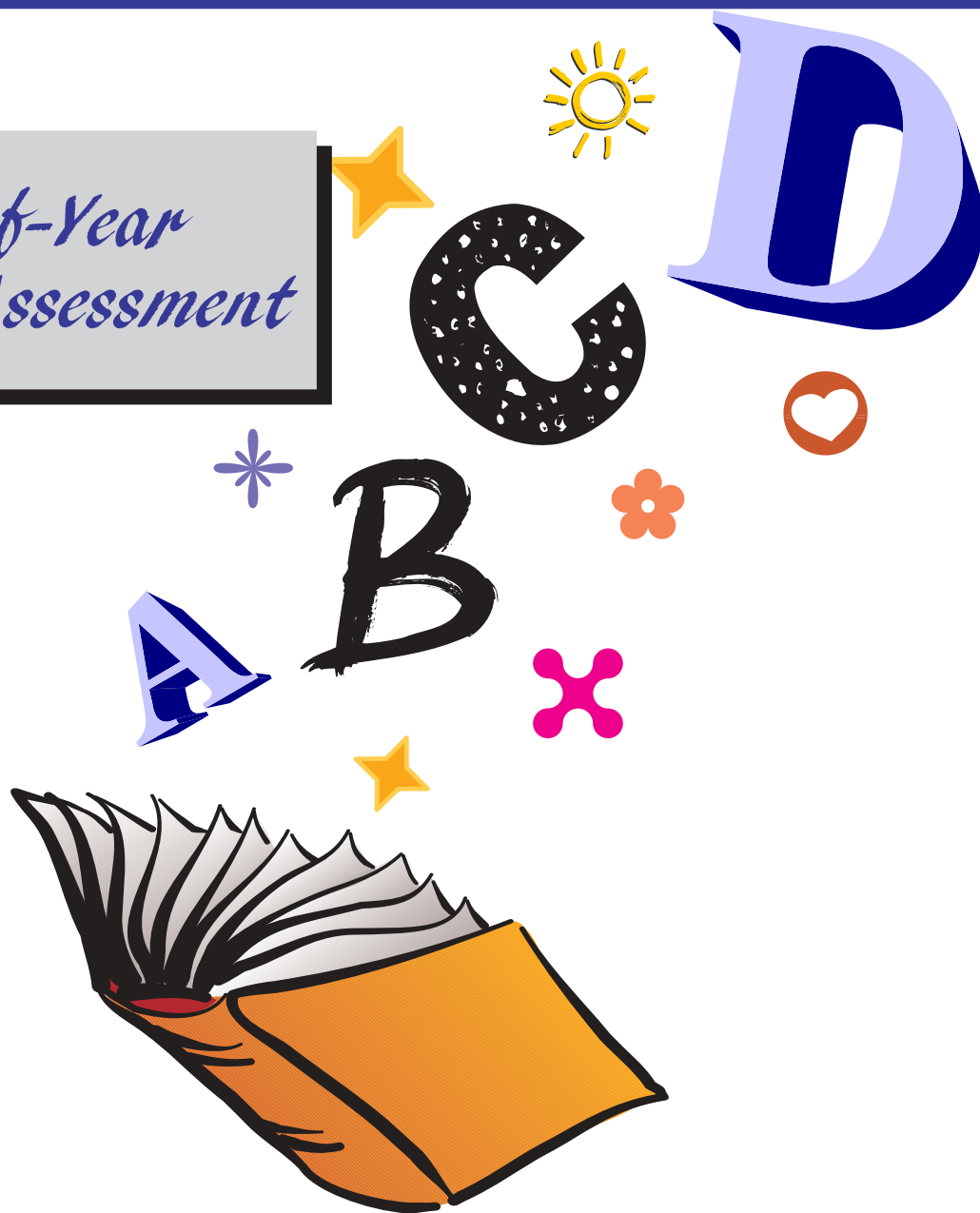


*End-of-Year  
Fluency Assessment*



**TEACHER MATERIALS**  
**GRADE 4**

## Reading/Language Arts Instruction

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### END-OF-YEAR FLUENCY ASSESSMENT - GRADE 4

## 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. 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).

<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.*

City streets were sweltering in the blazing sun. 8  
 The day was already uncomfortable, and afternoon 15  
 temperatures would surely reach over a hundred 22  
 degrees. High humidity would make it feel worse. 30  
 Neighborhood children sat quietly in the shadow of 38  
 a tall building. Any amount of shade was a welcome 48  
 relief from the heat. 52

Much to the surprise of the children, fire trucks 61  
 suddenly appeared! Nothing was on fire. No one was 70  
 in danger. Why were firemen here, they wondered? 78  
 The local station chief had sent his men to block the 89  
 streets and turn on the water hydrants. He knew 98  
 the children needed a break from the heat. The 107  
 children cheered! Just hearing the splashes of cool 115  
 water as they hit the concrete roadway made them 124  
 feel cooler. 126

Parents came outside and sat on porch steps to 135  
 watch the children play. There was much shouting 143  
 and laughter. The children, drenched from head 150  
 to toe, invented games. Some tried to see how 159  
 much water they could catch in their hands. Others 168  
 stuck their tongues out to taste the clear liquid. 177  
 Mothers and fathers also took advantage of the 185  
 opportunity to get wet. They wanted relief from the 194  
 miserable weather, too. 197

That night, as the sun dipped behind the tall, 206  
 city buildings, everyone agreed it had been a 214  
 wonderful day. 216

**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: — \_\_\_\_\_

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

Passing Criterion  
 (50th %ile) = 117

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.*

A young, Pony Express rider was traveling across 8  
 the prairie. It seemed to stretch endlessly ahead. 16  
 Yet the galloping rider, Johnny Fry, was relaxed and 25  
 knew he would soon be at the way station. He would 36  
 be sharing a hot meal with friends. He was proud to 47  
 have been the first rider to take the mail westward. 57  
 The final destination of the mail in his saddlebags 66  
 was the West Coast. 70  
 The exhausted rider had traveled nearly a 77  
 hundred miles. Every ten or fifteen miles, he was 86  
 supplied with a fresh horse. Each time Johnny 94  
 stopped, he dunked his head in the way station 103  
 watering tank. Then, he filled his hat with cool 112  
 water and dumped it over his shoulders. He was 121  
 grateful for a few minutes of rest. The first part of 132  
 the journey across the Great Plains was dangerous. 140  
 He felt sorry for the next rider who would be crossing 151  
 the Rocky Mountains. That part of the trip was even 161  
 more hazardous. 163  
 Johnny Fry loved his job. Answering the want 171  
 ad in his local newspaper was the best thing he had 182  
 done. The company wanted a young, expert rider, 190  
 and he was certainly qualified. Yet the part about 199  
 being willing to risk his life every day was a little 210  
 scary. “Oh, well,” he thought. “It’s an important job.” 219  
 He guided his mustang into the corral. He took the 229  
 saddlebags and tossed them to the waiting rider. 237

**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) = 117

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 4 - CLASSROOM SUMMARY REPORT

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

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

<b>STUDENT NAMES</b> [Last, First, Middle Initial]	<b>PASSAGE #1</b> 117 WCPM	<b>PASSAGE #2</b> 117 WCPM	<b>AVERAGE</b> <b>SCORE</b>

<b>END-OF-YEAR ASSESSMENT CLASSROOM REPORT</b>	<b>Total # of Students Tested</b>	<b># of Students At/Above 117 WCPM</b>	<b>% of Students At/Above 117 WCPM</b>
_____ Signature of Teacher		_____ Date	

## End-of-Year Fluency Assessment GRADE 4 - 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 117 WCPM</b>	<b>% of Students At/Above 117 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 FOR DISTRICT/STATE</b>	<b>Total # of Students Tested</b>	<b># of Students At/Above 117 WCPM</b>	<b>% of Students At/Above 117 WCPM</b>
_____ Signature of Principal		_____ Date	

**Fourth Edition**

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