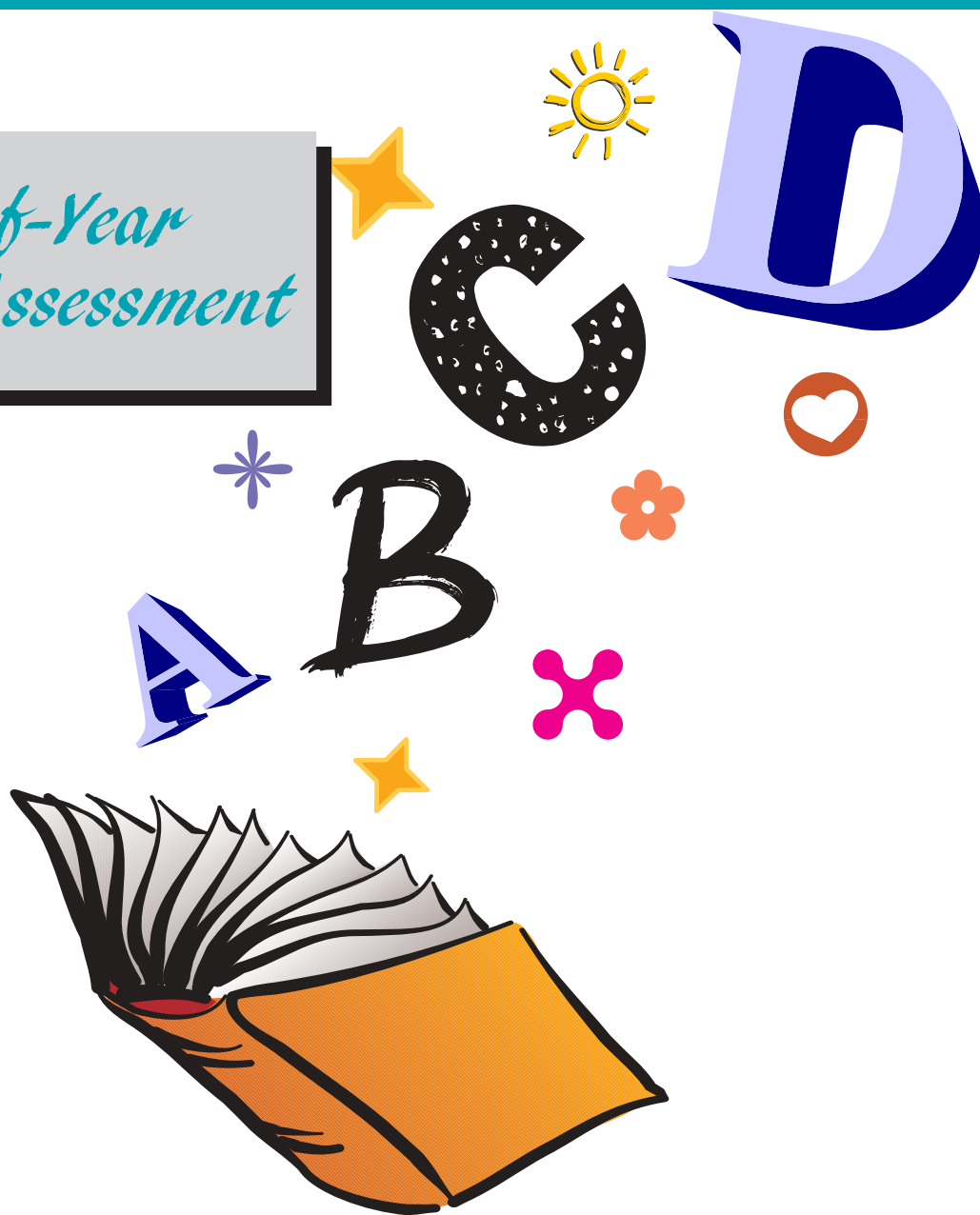


*End-of-Year  
Fluency Assessment*



**TEACHER MATERIALS**  
**GRADE 5**

## Reading/Language Arts Instruction

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# END-OF-YEAR FLUENCY ASSESSMENT - GRADE 5

## 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.*

Six young friends sat in a circle beneath a giant oak tree. They were planning their summer vacation. Their parents were going to take them to Yellowstone National Park, their favorite location for camping and sightseeing. They were anxious to explore everything and do some shopping.

However, the friends shared a common problem. They would need spending money. Purchasing t-shirts, key chains, or baseball caps for keepsakes was expensive. They thought working together and creating a plan to make money might be a quick way to solve the problem.

They decided to contact neighbors who might like to employ them. An hourly fee was agreed upon. Making and distributing a flyer with a list of jobs was their first order of business. Two of the friends volunteered to mow lawns. Two others preferred to earn spending money by walking dogs. The remaining friends wanted to wash cars and windows.

All of them discussed the plans with their parents. The parents agreed with a few reservations. They could not go out alone, so the friends divided themselves into two groups. Their parents reminded them how important it was for them to be polite.

The six friends hadn’t realized how much planning was necessary. Yet they decided it was worth the trouble. If they all worked very hard, they would accumulate sufficient funds to have a great vacation.

**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) = 125

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 early spring night was unusually cold. Wrapped 8  
 in hooded sweatshirts, two adventurous students were 15  
 searching for butterfly cocoons for their science project. 23  
 Silently, the children crept closer to an enormous redwood 32  
 tree in the woods behind their home. All of a sudden, a 44  
 shrill sound interrupted the stillness. They were sure the 53  
 sound was coming from somewhere above them. Was it 62  
 a tiny tree toad, or could it be a giant mountain lion? They 75  
 were embarrassed about being scared. They secretly hoped 83  
 a toad was making the noise. 89

The students moved the beams from their flashlights 97  
 up and down the monstrous redwood. A pair of fierce, 107  
 glowing eyes reflected their lights back at them. With a 117  
 great whoosh and flutter of wings, a fantastic, screeching 126  
 owl ascended into the sky. Its piercing shrieks only made 136  
 matters worse. The two startled friends looked at each 145  
 other and then laughed nervously. By now, their knees 154  
 were knocking. As they talked about their predicament, 162  
 they determined their backyard was a more practical 170  
 source for butterfly cocoons. 174

Moving slowly across the grass, a rustling sound in 183  
 the bushes caused them to stop dead in their tracks. The 194  
 friends agreed if they had one more scare they would 204  
 make a beeline for the house. No sooner said than done, 215  
 their flashlight batteries quit. Frightened, the anxious 222  
 children ran straight home. They agreed to forget about 231  
 the cocoons. Instead, they decided to write about the 240  
 stars brightly twinkling in the blue-velvet colored sky. 249

**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) = 125

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 5 - CLASSROOM SUMMARY REPORT

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

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

STUDENT NAMES [Last, First, Middle Initial]	PASSAGE #1 125 WCPM	PASSAGE #2 125 WCPM	AVERAGE SCORE

<p><b>END-OF-YEAR ASSESSMENT CLASSROOM REPORT</b></p>	Total # of Students Tested	# of Students At/Above 125 WCPM	% of Students At/Above 125 WCPM
_____ Signature of Teacher		_____ Date	

# End-of-Year Fluency Assessment GRADE 5 - 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 125 WCPM</b>	<b>% of Students At/Above 125 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 125 WCPM</b>	<b>% of Students At/Above 125 WCPM</b>
_____ Signature of Principal		_____ Date	

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