



## UFLI Foundations Unit Assessments: Fluency Checks

In response to requests from teachers and schools, UFLI is developing unit assessments to provide an overall picture of each student's reading development. The first of these assessments we have ready to pilot is the Fluency Check. As you use this pilot version, we welcome your [feedback](#).

Fluency is a key indicator of reading proficiency and the goal of foundational reading skills instruction. Fluency can be defined as accuracy, automaticity at both the word and text levels, and prosody. A dedicated fluency assessment passage is provided for each unit in the first and second grade scope and sequence to measure text-level automaticity. The fluency check passages are designed to measure oral reading fluency (ORF) using decodable passages that include concepts the student has learned so far. These can be used to track student progress and plan small group support.

**Administration & Scoring.** Fluency checks are intended to be used as a one-minute timing of student oral reading. They are administered individually. Each fluency check includes a teacher form and student form. Read the teacher form for administration and scoring directions.

**Interpreting Scores.** After completing the fluency check, the teacher will calculate how many words the student read correctly in the one-minute timing. This is the student's words correct per minute (WCPM) score. Until we have had the opportunity to develop our own criteria, we recommend using the Hasbrouck and Tindal (2017) ORF norms for first and second grade (see table).

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*
1	90		97	116
	75		59	91
	50		29	60
	25		16	34
	10		9	18
2	90	111	131	148
	75	84	109	124
	50	50	84	100
	25	36	59	72
	10	23	35	43

According to Hasbrouck and Tindal (2017), norms begin in Winter of first grade and the 50<sup>th</sup> percentile is a measure of average performance. For example, in Spring of 1<sup>st</sup> grade the 50<sup>th</sup> percentile, or average, is 60 WCPM. In Spring of 2<sup>nd</sup> grade, it is 100 WCPM. A score considerably below the 50<sup>th</sup> percentile indicates the student likely needs additional support.

**Using Fluency Data.** We recommend using fluency data to inform instructional decisions. We *do not* recommend using fluency scores as grades, and for this reason, we do not provide benchmark or mastery criteria. For information about how to support students in developing their reading fluency, see our [Fluency Support Guide](#).

Hasbrouck, J., & Tindal, G. (2017). *An update to compiled ORF norms* (No. 1702). Technical report.

**Directions**

Fluency Checks should be conducted at least one week *after* the completion of a unit.

Place the student copy of the passage in front of the student. Point to the passage and say **You are going to read this story out loud. If you come to a word you don't know, I will tell it to you. Keep reading until I tell you to stop. It's okay if you don't read the whole story. Just do your best reading.**

Set a timer for 1 minute. Start the timer when the student begins reading. When you are ready, point to the first word of the first paragraph and say **You will start here** (point). **Please begin reading when you're ready.**

If the student pauses for 3 seconds, give them the word, and mark it as an error. If the student reads no words correctly in the first line, discontinue the assessment.

Draw a slash (/) through each error the student makes.

When 1 minute is up, note the last word the student read with a bracket (]) or line (|).

**The Walk Around Town**

Today was the sunniest day of the week. The ladies	10
were busy, but it was so nice and sunny that they chose	22
to go running around town. As they jogged down to the	33
pond, they found a blueberry bush. They stopped to	42
pick the blueberries. These were the yummiest berries	50
they have ever eaten!	54
The ladies kept running down the path and three	63
fluffy bunnies scurried in front of them. Each one was	73
fluffier than the last. Then, they heard a laugh from a	84
jolly fellow. He was the jolliest fellow they have ever	94
seen! He was laughing at the muddy puppies swimming	103
in the pond. Each puppy was cuter than the last. All the	115
ladies were smiling now.	119
As the ladies reached the end of their run, they	129
spotted some pennies on the path. They were the	138
shiniest pennies they have ever seen! They were even	147
heads up, so they carried them home. "We sure are	157
some lucky ladies!" they said when they made it back	167
home. The ladies promised not to be too busy to go	178
running around town again.	182

**Scoring**

Calculate the total words correct by subtracting the errors from the total words read.

**Total words read** \_\_\_\_\_ **Total errors** \_\_\_\_\_ **Total words correct** \_\_\_\_\_

## The Walk Around Town

Today was the sunniest day of the week. The ladies were busy, but it was so nice and sunny that they chose to go running around town. As they jogged down to the pond, they found a blueberry bush. They stopped to pick the blueberries. These were the yummiest berries they have ever eaten!

The ladies kept running down the path and three fluffy bunnies scurried in front of them. Each one was fluffier than the last. Then, they heard a laugh from a jolly fellow. He was the jolliest fellow they have ever seen! He was laughing at the muddy puppies swimming in the pond. Each puppy was cuter than the last. All the ladies were smiling now.

As the ladies reached the end of their run, they spotted some pennies on the path. They were the shiniest pennies they have ever seen! They were even heads up, so they carried them home. “We sure are some lucky ladies!” they said when they made it back home. The ladies promised not to be too busy to go running around town again.