



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 50th percentile is a measure of average performance. For example, in Spring of 1st grade the 50th percentile, or average, is 60 WCPM. In Spring of 2nd grade, it is 100 WCPM. A score considerably below the 50th 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 (|).

A Magical Universe

Once upon a time, in a universe far away, there was	11
a planet filled with magical creatures. On this planet	20
there lived unicorns, gnomes, werewolves, and dragons.	27
Although they were different, they worked together to	35
live in harmony as one nation united by magic.	44
The gnomes lived comfortably underground. They	50
helped the plants grow so that there was food to eat.	61
The unicorns were peacemakers, so they helped the	69
creatures solve their disagreements. The werewolves	75
were strong, smart, and good at building things. They	84
built indestructible homes for everyone to live in. The	93
dragons were powerful and brave. They made fire to	102
keep everyone warm and watched over the nation to	111
keep everyone safe.	114
The creatures made a commitment to always be kind	123
and helpful to one another. They made sure their planet	133
was a lovely place to live. Their days were filled with fun,	145
silliness, and adventure. They could not imagine living	153
anywhere else.	155

Scoring

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

Total words read _____ **Total errors** _____ **Total words correct** _____

A Magical Universe

Once upon a time, in a universe far away, there was a planet filled with magical creatures. On this planet there lived unicorns, gnomes, werewolves, and dragons. Although they were different, they worked together to live in harmony as one nation united by magic.

The gnomes lived comfortably underground. They helped the plants grow so that there was food to eat. The unicorns were peacemakers, so they helped the creatures solve their disagreements. The werewolves were strong, smart, and good at building things. They built indestructible homes for everyone to live in. The dragons were powerful and brave. They made fire to keep everyone warm and watched over the nation to keep everyone safe.

The creatures made a commitment to always be kind and helpful to one another. They made sure their planet was a lovely place to live. Their days were filled with fun, silliness, and adventure. They could not imagine living anywhere else.