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.

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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 (|).

Math Class

I love all of my classes, but I think math is the best	13
subject. Miss Raven lets us have music on while testing.	23
We take tests on the class tablets. On the tablets, we	34
must add to find sums that equal one hundred. Miss	44
Raven insists we take the tests solo.	51
For me, basic problems take no time to solve. On the	62
last test, there was a long problem I did not think I could	75
solve. It felt like a secret I could not unlock. I was	87
tempted to give up, but I checked my math. At once I	99
could see what I missed. I fixed my mistake. When I	110
finished the test, I gave my tablet to Miss Raven. She	121
looked at the results and said that I passed!	130

Scoring

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

Total words read _____   Total errors _____   Total words correct _____

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I love all of my classes, but I think math is the best subject. Miss Raven lets us have music on while testing. We take tests on the class tablets. On the tablets, we must add to find sums that equal one hundred. Miss Raven insists we take the tests solo.

For me, basic problems take no time to solve. On the last test, there was a long problem I did not think I could solve. It felt like a secret I could not unlock. I was tempted to give up, but I checked my math. At once I could see what I missed. I fixed my mistake. When I finished the test, I gave my tablet to Miss Raven. She looked at the results and said that I passed!