# 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* |
|---|---|---|---|---|
| | 90 | | 97 | 116 |
| | 75 | | 59 | 91 |
| 1 | **50** | | 29 | 60 |
| | 25 | | 16 | 34 |
| | 10 | | 9 | 18 |
| | 90 | 111 | 131 | 148 |
| | 75 | 84 | 109 | 124 |
| 2 | **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.

**UFLI Foundations Fluency Check**          **Ending Spelling Patterns Lessons 69-76**

## 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 ( | ).

### Billy's Puppy

| | |
|---|---:|
| Billy was so happy! He was going to pick up his puppy | 12 |
| from the pet shop. Billy named his puppy Spy. Spy | 22 |
| would be Billy's best friend. | 27 |
| Spy is brindle which looks like wavy stripes along the | 37 |
| middle of his back. Spy loves to nibble on kibble and | 48 |
| see people walk by. Spy also likes to fetch. When Billy | 50 |
| tosses a ball, Spy runs fast to catch it. | 68 |
| Spy also likes to jump in cold puddles. But when Spy | 79 |
| jumps in the puddles, he gets so muddy! Mom told Billy | 90 |
| that Spy cannot come inside with muddy legs because | 99 |
| it will make a huge mess. When Spy gets muddy, Billy | 110 |
| scrubs his legs with a rag until they are nice and dry so | 123 |
| he can come inside. | 127 |

## Scoring

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

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

# Billy's Puppy

Billy was so happy! He was going to pick up his puppy from the pet shop. Billy named his puppy Spy. Spy would be Billy's best friend.

Spy is brindle which looks like wavy stripes along the middle of his back. Spy loves to nibble on kibble and see people walk by. Spy also likes to fetch. When Billy tosses a ball, Spy runs fast to catch it.

Spy also likes to jump in cold puddles. But when Spy jumps in the puddles, he gets so muddy! Mom told Billy that Spy cannot come inside with muddy legs because it will make a huge mess. When Spy gets muddy, Billy scrubs his legs with a rag until they are nice and dry so he can come inside.