



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 (|).

Gone Fishing

| | |
|---|-----|
| Last Monday I went fishing. It was the first fishing trip I | 12 |
| took all month. I packed my cooler with ice and plenty | 23 |
| of room for the fish I wanted to catch. I also packed | 35 |
| some cheese and bread to use as bait. | 43 |
| I launched my boat into the lake and went to a new | 55 |
| spot. I put a hook on my line and cast it into the water. | 69 |
| While I waited for something to catch, I sat on the floor | 81 |
| of the boat and read my book. | 88 |
| When I felt the line tug, I jumped up to reel in my | 101 |
| catch. The line was heavy. I pulled and pulled, and | 111 |
| finally reeled it in. I caught a huge catfish. I would fry it | 124 |
| up nice. I started to drool just thinking about how good | 135 |
| it would be. | 138 |
| I hauled my boat out of the lake and put it on the | 151 |
| trailer to drive back home. As I closed the door to my | 163 |
| truck, I thought about how much I love fishing. If it was | 175 |
| up to me, I would spend every minute of every hour | 186 |
| fishing. | 187 |

Scoring

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

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

Gone Fishing

Last Monday I went fishing. It was the first fishing trip I took all month. I packed my cooler with ice and plenty of room for the fish I wanted to catch. I also packed some cheese and bread to use as bait.

I launched my boat into the lake and went to a new spot. I put a hook on my line and cast it into the water. While I waited for something to catch, I sat on the floor of the boat and read my book.

When I felt the line tug, I jumped up to reel in my catch. The line was heavy. I pulled and pulled, and finally reeled it in. I caught a huge catfish. I would fry it up nice. I started to drool just thinking about how good it would be.

I hauled my boat out of the lake and put it on the trailer to drive back home. As I closed the door to my truck, I thought about how much I love fishing. If it was up to me, I would spend every minute of every hour fishing.