



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 (|).

The Best of Friends

Heather and Joy have been friends for the longest	9
time. They are always honest with each other, and they	19
truly love spending time together. Thankfully, their	26
houses are on the same street, so they can see each	37
other every day. When Heather wakes up each	45
morning, she instantly runs to Joy's house. She rings the	54
bell then silently waits. When Joy answers the door,	64
Heather always yells "Good morning!" in a silly voice	73
that makes Joy giggle.	77
Today, the girls took a walk down to the lake. They	88
spend endless hours playing together. They ran around	96
the lake to see who was faster. Then they hunted for	107
shells and went for a swim. When they got hungry,	117
Heather unpacked some snacks. They found the tallest	125
tree and sat under its branches to eat together.	134
At the end of the day, Heather and Joy returned	144
home. They walked slowly because they did not want	153
the day to end. The girls dislike having to say goodbye,	164
but they know they will see each other again shortly.	174

Scoring

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

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

The Best of Friends

Heather and Joy have been friends for the longest time. They are always honest with each other, and they truly love spending time together. Thankfully, their houses are on the same street, so they can see each other every day. When Heather wakes up each morning, she instantly runs to Joy's house. She rings the bell then silently waits. When Joy answers the door, Heather always yells "Good morning!" in a silly voice that makes Joy giggle.

Today, the girls took a walk down to the lake. They spend endless hours playing together. They ran around the lake to see who was faster. Then they hunted for shells and went for a swim. When they got hungry, Heather unpacked some snacks. They found the tallest tree and sat under its branches to eat together.

At the end of the day, Heather and Joy returned home. They walked slowly because they did not want the day to end. The girls dislike having to say goodbye, but they know they will see each other again shortly.