

Trophies Assessment Components

The chart below gives a brief overview of the assessment choices that are available in the Trophies program. The title in boldface can be found in this booklet.

Entry-Level Assessments	To plan instruction
<i>Placement and Diagnostic Assessment</i>	<ul style="list-style-type: none"> To determine the best placement for a student and to diagnose strengths and weaknesses
<i>Reading and Language Skills Pretest</i>	<ul style="list-style-type: none"> To determine a student's proficiency with selected skills <i>before</i> starting instruction
Formative Assessments	To monitor student progress
<i>End-of-Selection Tests</i>	<ul style="list-style-type: none"> To monitor a student's comprehension of each selection
<i>Oral Reading Fluency Assessment</i>	<ul style="list-style-type: none"> To monitor the rate and accuracy with which a student reads text aloud
Assessment notes at "point of use" in the Teacher's Edition	<ul style="list-style-type: none"> To monitor selected skills and strategies as they are taught
<i>Mid-Year Reading and Language Skills Assessment</i>	<ul style="list-style-type: none"> To monitor how well a student has retained reading and language skills
Summative Assessments	To assess mastery of skills taught To assess ability to apply skills and strategies
<i>Reading and Language Skills Posttests</i>	<ul style="list-style-type: none"> To assess mastery of reading and language skills taught in a theme
<i>Holistic Assessment</i>	<ul style="list-style-type: none"> To evaluate a student's ability to apply reading and writing skills and strategies to new situations
<i>End-of-Year Reading and Language Skills Assessment</i>	<ul style="list-style-type: none"> To evaluate mastery of reading and language skills taught during the year

Oral Reading Fluency Assessment

What is Oral Reading Fluency?

Research recognizes fluency as a strong indicator of efficient and proficient reading. A fluent reader reads orally with accuracy and expression, at a speech-like pace. Oral reading fluency is an assessment of accuracy and rate. It is expressed as the number of words read correctly per minute (WCPM).

Reading researchers have demonstrated the importance of “automaticity,” or reading automatically. If a reader devotes most of his or her attention to pronouncing words, comprehension and meaning will suffer. On the other hand, students who read fluently can devote more attention to meaning and thus increase their comprehension. This is why oral reading fluency is an important goal of reading instruction, especially in the elementary grades.

Assessing oral reading fluency helps a teacher —

- ◆ determine how well a student can apply decoding skills and recognize high frequency words
- ◆ plan instruction in word analysis and decoding
- ◆ evaluate the effects of special instruction designed to improve decoding skills

What Passages Will I Use?

The oral reading passages contained in this booklet are designed to provide you with the tools for assessing oral reading fluency from Grades 1 through 6. Two passages are provided for Grade 1 and three passages each for Grades 2 through 6. The “A” passages are intended for the beginning of the school year; the “B” passages are intended for the middle of the school year; and the “C” passages are for the end of the school year.

All of the passages are original to ensure that students are not familiar with them. The readability of the passages has been carefully controlled so that the difficulty increases from the beginning of the school year through the end of the school year within each grade. The difficulty also increases incrementally from grade to grade.

The passages also provide a mixture of narrative text and exposition. At Grades 1, 2, and 3, most of the passages are narrative and at least one passage is nonfiction. At Grades 4, 5, and 6, most of the passages are nonfiction and at least one passage is a narrative.

The table below shows which passage to use for each grade level at various times during the school.

Grade	Beginning of School Year (first three months)	Middle of School Year (second three months)	End of School Year (last three months)
1		1B	1C
2	2A	2B	2C
3	3A	3B	3C
4	4A	4B	4C
5	5A	5B	5C
6	6A	6B	6C

Although the passages are representative of the text difficulty that students are expected to read at each grade level, at times it may be necessary to “test out of level” and use a lower level passage.

Some teachers may be interested in monitoring a student’s oral reading fluency periodically throughout the school year. To do so, use the A passages at the beginning of the year, the B passage at the middle of the year, and the C passage at the end of the year. Record the oral reading fluency scores from multiple administrations on the Record of Progress form located in the Appendix.

How Do I Assess Oral Reading Fluency?

Assessing oral reading fluency can be done quickly and easily. Have a student read one of the passages orally while you time the reading and record the reading errors on the Oral Reading Fluency Recording Form.

To administer the oral reading fluency assessment you will need the following:

- ◆ a stopwatch or watch with a second hand
- ◆ a copy of the passage for the student to read
- ◆ a copy of the Recording Form for the same passage for you to mark as the student reads

Once you have selected the passage you will use, follow these steps to conduct the assessment:

1. Explain the task to the student. Tell the student that you want to see how well he or she can read aloud. Inform the student that you will follow along as he or she reads, taking notes. The student may ask about the stopwatch and being timed. Encourage the student to read at his or her “normal” pace. You don’t want the student to speed up and read artificially fast because of the timing.
2. Have the student begin. Use the stopwatch or second hand to time a one-minute interval as inconspicuously as possible.
3. As the student reads, record reading errors unobtrusively on the Recording Form. Mark mispronunciations, substitutions, omissions of a sound or word, and other errors. *Do not count repetitions, self-corrections, or mispronunciations of proper nouns as reading errors.*
4. When the stopwatch or second hand reaches the one-minute mark, place a slash mark on the Oral Reading Fluency Recording Form after the last word the student reads. Tell the student to stop reading.

How Do I Compute the Fluency Score?

At the bottom of each Recording Form is a section labeled “Fluency Score.” Follow these steps to complete that section and to compute a student’s fluency score.

1. Count the total number of words the student read in one minute. The row numbers in the right margin will help you determine the total number quickly. Record this number in the first row, “Total Words Read Per Minute.”
2. Count the number of reading errors the student made. Remember, *do not count repetitions or self-corrections as errors.* Record this number in the second row, “Number of Errors.”

3. Subtract the number of reading errors (row 2) from the total number of words read (row 1). Record the answer in the third row, "Number of Words Read Correctly." This is the student's oral reading fluency score.

How Do I Interpret the Fluency Score?

Several studies have been conducted to determine what the "normal" reading fluency rate is at various grade levels. Perhaps the most notable is a study conducted by Hasbruck and Tindal (1992) in which they established fluency norms for Grades 2 through 5. The tables below are based on the results of their study.

You may use the tables below to make a normative interpretation of a student's oral reading fluency score. A normative interpretation means that you compare the student's performance to the performance of other students at that grade level.

Percentiles are a commonly used norm-referenced score. A percentile score simply indicates the percentage of students likely to score below a certain level. For example, if a Words Correct Per Minute score of 55 is at the 50th percentile for Grade 1, it means that approximately 50 percent of first graders would have oral reading fluency scores *below* 55 and about 50 percent of first graders would have oral reading fluency scores *above* 55.

A helpful way to interpret percentile scores is to think in terms of "quartiles" or quarters. Percentile scores can be grouped into four quarters.

Interpreting Quartiles

Quartile	Percentile	Level of Performance
1st	1st to 25th	Students in this quartile are significantly below average in oral reading fluency.
2nd	26th to 50th	Students in this quartile may range from moderately to slightly below average.
3rd	51st to 75th	Students in this quartile may range from slightly to moderately above average.
4th	76th to 99th	Students in this quartile are significantly above average in oral reading fluency.

The following three tables show the quartile scores for each grade level for the beginning, middle, and end of the year. To interpret a student's oral reading fluency score, follow these steps:

1. Choose the correct table depending upon the time of year that you tested the student. Was it the beginning, middle, or end of year?
2. Locate the appropriate grade level row for the student you tested.
3. Look across the row and find the column that contains the student's WCPM score. At the top of the column is the quartile that the student falls into.

The following example may illustrate how to interpret a student's score. Suppose you tested Rick, a second grader, at the beginning of the school year. Rick read 83 words in one minute but made 10 errors so his WCPM score is 73. Locate the norms

table for "Beginning of the Year." Find the row for grade 2. Look across the row until you find a column that contains 73. The third column contains the range 54 – 81. The score of 73 falls within that range, so Rick is in the third quartile in oral reading fluency. His oral reading fluency is "moderately better" than most students at his grade level. One may conclude that he is making better than normal progress in acquiring and applying decoding skills.

**Oral Reading Fluency Norms
Beginning of the Year**

Grade	Quartile			
	1st	2nd	3rd	4th
1				
2	22 and below	23 – 53	54 – 82	83 and above
3	64 and below	65 – 79	80 – 107	108 and above
4	71 and below	72 – 99	100 – 125	126 and above
5	76 and below	77 – 105	106 – 126	127 and above
6	99 and below	100 – 125	126 – 150	151 and above

**Oral Reading Fluency Norms
Middle of the Year**

Grade	Quartile			
	1st	2nd	3rd	4th
1	29 and below	30 – 55	56 – 75	76 and above
2	45 and below	46 – 77	78 – 105	106 and above
3	69 and below	70 – 93	94 – 123	124 and above
4	88 and below	89 – 112	113 – 133	134 and above
5	92 and below	93 – 118	119 – 143	144 and above
6	99 and below	100 – 125	126 – 150	151 and above

**Oral Reading Fluency Norms
End of the Year**

Grade	Quartile			
	1st	2nd	3rd	4th
1	34 and below	35 – 60	61 – 80	81 and above
2	64 and below	65 – 94	95 – 124	125 and above
3	86 and below	87 – 114	115 – 142	143 and above
4	91 and below	92 – 118	119 – 143	144 and above
5	99 and below	100 – 128	129 – 151	152 and above
6	99 and below	100 – 150	151 – 170	171 and above

What Can I Do to Improve Oral Reading Fluency?

Research suggests several instructional strategies for improving oral reading fluency. This section gives a brief overview of some of these strategies.

Echo Reading

In this strategy, the teacher serves as a model of what good oral reading fluency sounds like. The teacher reads one sentence of text aloud with appropriate intonation and phrasing while the student follows along in the text. Immediately after the teacher finishes, the student tries to imitate this oral reading model. This process can be repeated until the student can imitate more than one sentence at a time.

Readers Theatre

This method uses a minimum of props or costumes. Divide a story into parts for each character and one or more narrators. Assign parts to individual students. Allow students to practice their parts by reading orally. Stress fluency. The story should be “performed” for an audience (usually other class members). Characters hold their books with their backs to the audience. As each character comes to his part, he turns to face the audience and read aloud. When he completes his part, he turns away from the audience.

Choral Reading

Select a poem and read it to a group of students. Practice reading the poem with students until they can read it in “one voice.” You may organize the students into groups and assign various parts to each. Have students “perform” the poem for an audience.

Paired Reading

Pair up readers to respond to one another. Explain that they will take turns being readers and being listeners. Show them what they should be listening for by modeling fluent reading and nonfluent reading. For example, show the difference between smooth and choppy reading. Show how expressive readers make their voices go higher and lower, faster and slower, louder and softer. Then have students take turns being the reader and the listener. The reader reads a selection three times. The listener gives a report after the 2nd and 3rd readings. All reports are complimentary. No criticism or advice is allowed. After the third readings, they switch roles and the listener gets an opportunity to practice fluency. With older children, you may wish to have them time each other’s reading.

Repeated Readings

Select a passage that is easy for the student to read. Model the passage by reading it aloud to the student. Encourage the student to read it aloud and tape record his reading. Have the student replay the tape and listen to his reading. Another variation is to have him time his reading using a stopwatch and count the errors he makes. Then have the student repeat the process and attempt to increase his rate of reading and decrease the number of errors made. Keeping a personal scorecard can add motivation to this activity.

Neurological Impress Method

Select a short passage that is easy for the student to read. Sit slightly behind the student holding the passage in front of the student so that you speak toward his dominant ear. Read together as in "one voice" as you move along the line of print. The passage should be read slightly beyond the student's normal rate so attention is paid to whole words and sentences.

Oral Reading Fluency



Record of Progress

Name _____ Examiner _____

	Date: _____ Passage: _____	Date: _____ Passage: _____	Date: _____ Passage: _____
Total Words Read per Minute			
Number of Errors			
Words Correct per Minute (WCPM)			
Quartile			
Observations			
Comments			

Oral Reading Passage

If you look up in the sky, you may see a bird. Most birds can fly. Some birds fly a long way. They look for food when they fly. Some birds fly over the water. They get fish to eat.

Other birds don't fly so much. You can see them sitting in a tree.

Sometimes you can hear them sing a song. Some of these birds eat seeds.

Sometimes a bird hops down to the ground. The bird might find something to eat there, too.

If you like to watch birds, you can make a house for them. Put some seeds in the house, and the birds will come to eat the seeds.

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