

## REFERENCE LIST

*The California Reading Initiative & Special Education: Report of the CA Special Ed Reading Task Force, (1999)*

*Instructional Planning of Special & General Education Co-teachers to Students w/ Learning Disabilites in the General Ed classrooms (1998)*

*They Can All Read: Linking Research to Practice with Struggling Readers (1998)*

*Creating Thought- Full Classrooms; The PASS Instructional Model (1994) Handbook of Cooperative Learning Methods, Sharan (Ed.)*

*Push In- Pull Out: What Makes Sense for the RSP & Chapter Programs? (1993) RISE CSU Sacramento*

# Fluency Formula



## About the Author

**Kevin Feldman** is the Director of Reading and Early Intervention at the Sonoma County Office of Education in California. A strong advocate of intervention products such as READ 180 and fluency

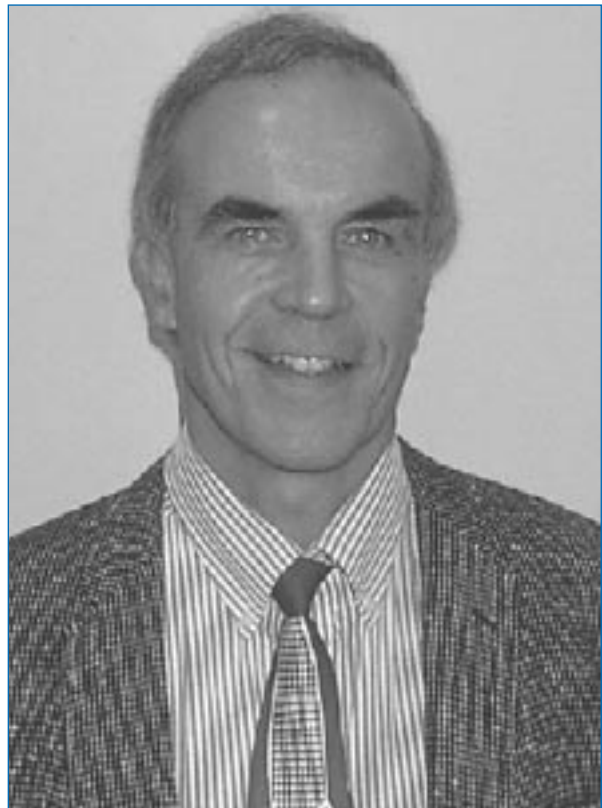
products such as Read Naturally, Kevin has endorsed the Fluency Formula's Assessment System as a key component in all district's assessment plans. Kevin received is Ed.D. degree from the University of San Francisco and is active in teaching training throughout the state. Kevin has written or co-authored several documents including *The California Reading Initiative and Special Education* task force report of 1999, *They Can ALL Read: Linking Research to Practice with Struggling Readers*, *Creating Thought-Full Classrooms*, and the *PRICE Parenting Program*.



# Fluency Assessment: Why and How

*by Kevin Feldman*

**R**eading fluency refers to the reader's ability to read text quickly, accurately, and with appropriate expression or prosody. It is important to remember that fluency is not simply raw speed or "race reading", rather it refers to the fact that skillful readers are fluid readers able to effortlessly and efficiently decode the text allowing full attention to the purpose of reading—constructing meaning. I often think of reading fluency as somewhat akin to learning the guitar; while it is critical to learn to play the chords accurately (decoding), the magic of a song (comprehension) does not emerge until one can put a few chords together rapidly enough to make a melody!



There are two fundamental reasons why the regular assessment of oral reading fluency is essential for all students in the elementary grades and quite useful as well with struggling secondary students. First of all, **oral reading fluency has repeatedly been shown to be one of the best overall indicators of general reading competence** (Fuchs *et al.*, 2001). In a couple of minutes, a skilled teacher can obtain a very reliable indicator of student progress by assessing a student's rate, accuracy, and prosody reading a grade level text. Secondly, the

regular assessment of oral reading fluency **assists teachers in quickly identifying students who may have a fluency problem that requires additional instructional focus.**

Now, many states and curriculum guidelines recognize oral reading fluency as one of the multiple measures required for a comprehensive literacy assessment system. This assessment, administered three times a year, is effective in monitoring student progress as well as evaluating curriculum changes.

*Fluent readers are able to read orally with speed, accuracy, and proper expression. Fluency is one of several critical factors necessary for reading comprehension. Despite its importance as a component of skilled reading, fluency is often neglected in the classroom. This is unfortunate. If text is read in a laborious and inefficient manner, it will be difficult for the child to remember what has been read and to relate the ideas expressed in the text to his or her background knowledge. Recent research on the efficacy of certain approaches to teaching fluency has led to increased recognition of its importance in the classroom and to changes in instructional practices.*

National Reading Panel Report, 2000



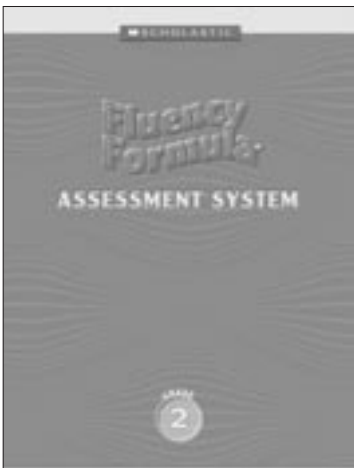
**Benchmark Passage 2**

11 Billy was sitting on the sidewalk curb holding his favorite old  
 12 baseball glove.  
 13 "Hey, Billy!" he heard. "Weren't you supposed to meet me  
 14 half an hour ago at the park? Why are you sitting here instead of  
 15 moving?"  
 16 "I'm waiting," Billy replied.  
 17 "Waiting for what?" I asked.  
 18 "I'm waiting for Mr. Sanchez to leave for work. It shouldn't  
 19 be much longer."  
 20 "Billy, your Mom said it was all right for you to play ball with  
 21 me at the park. I don't understand why you're waiting for Mr.  
 22 Sanchez."  
 23 Billy sighed as he explained. "Well, Mr. Sanchez's car is  
 24 parked in the driveway, right across the street. See? And the  
 25 park is across the street and down the block."  
 26 I shook my head because I didn't understand what Billy  
 27 was talking about. This morning he was excited about playing  
 28 baseball with the guys. He was a pretty good shortstop, even  
 29 though he wasn't quite five years old.  
 30 "I know where the park is and so do you. So explain to me  
 31 again why you are sitting here?"  
 32 "I already told you. I'm waiting for Mr. Sanchez," replied  
 33 Billy. I looked across the street. There was no sign of Mr.  
 34 Sanchez coming out of his house.  
 35 "Mom said I can't cross the street if I see any cars," Billy  
 36 continued, "and I see Mr. Sanchez's car. It's right there in his  
 37 driveway."  
 38 "Oh, Billy!" I laughed. "I'm sure your mom meant you  
 39 should not cross the street if you see any cars driving on the  
 40 road! She just wants to make sure that a moving car doesn't hit  
 41 you. She's not worried about the parked cars! Come on. You can  
 42 walk with me to the park!"  
 43 "Oh, Sam. You're so smart. Thanks for being my friend.  
 44 Let's go play ball!"

Benchmark Passage



Timer



Handbook

### STEP 3

#### Tailor Instruction

The Fluency Formula Assessment System includes general instructional recommendations based on your students' results. For in-depth fluency instruction, we reference the Fluency Formula Kits (available separately).

### STEP 1

#### Give an Oral Fluency Assessment (OFA) to all students.

At the beginning, middle and end of each school year, listen to students read aloud three grade-level Benchmark Passages for one minute each. As students read, mark any words read incorrectly. At the end of one minute, mark the last word read aloud. Scholastic's Fluency Formula™ Assessment makes it easy to calculate the fluency score, measured in words read correctly per minute (WCPM). The WCPM score can be reported to meet state and local requirements.

### STEP 2

#### Interpret students' OFA scores

Using a Norm Chart, you can tell parents and administrators exactly how each student's fluency measures against students in the same grade across the country.

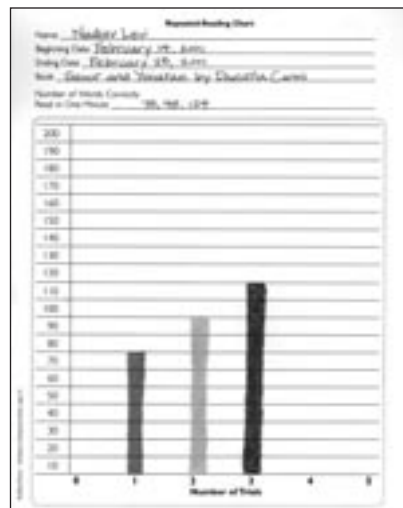
**Reading Fluency Norm Chart**

The Oral Reading Fluency Normative Performance Chart displays the norms for Oral Reading Fluency. The norms are updated at the beginning, middle, and end of each year. These norms are from an electronic aggregation of students in schools using AIMSweb Benchmark Reading Assessment Passages.

For further information and for updated norms for each assessment period in the school year, visit [www.aimsweb.com](http://www.aimsweb.com)

| Grade | Title | Beginning WCPM | Middle WCPM | End WCPM |
|-------|-------|----------------|-------------|----------|
| 1     | 90    | 0              | 50          | 203      |
|       | 75    | 0              | 27          | 77       |
|       | 50    | 0              | 21          | 52       |
|       | 25    | 0              | 12          | 33       |
|       | 10    | 0              | 7           | 20       |
| 2     | 90    | 95             | 125         | 160      |
|       | 75    | 71             | 100         | 117      |
|       | 50    | 60             | 70          | 94       |
|       | 25    | 27             | 33          | 50       |
|       | 10    | 15             | 30          | 49       |
| 3     | 90    | 125            | 151         | 168      |
|       | 75    | 96             | 125         | 139      |
|       | 50    | 73             | 94          | 100      |
|       | 25    | 54             | 72          | 81       |
|       | 10    | 30             | 50          | 57       |
| 4     | 90    | 142            | 167         | 180      |
|       | 75    | 118            | 140         | 152      |
|       | 50    | 94             | 114         | 126      |
|       | 25    | 71             | 80          | 99       |
|       | 10    | 48             | 60          | 75       |
| 5     | 90    | 169            | 184         | 199      |
|       | 75    | 145            | 158         | 169      |
|       | 50    | 117            | 131         | 137      |
|       | 25    | 89             | 108         | 118      |
|       | 10    | 65             | 81          | 88       |
| 6     | 90    | 171            | 185         | 201      |
|       | 75    | 149            | 160         | 172      |
|       | 50    | 115            | 132         | 145      |
|       | 25    | 91             | 106         | 117      |
|       | 10    | 72             | 80          | 90       |
| 7     | 90    | 200            | 206         | 213      |
|       | 75    | 175            | 183         | 193      |
|       | 50    | 147            | 157         | 167      |
|       | 25    | 126            | 134         | 146      |
|       | 10    | 106            | 115         | 124      |
| 8     | 90    | 208            | 219         | 221      |
|       | 75    | 183            | 195         | 208      |
|       | 50    | 156            | 166         | 171      |
|       | 25    | 126            | 144         | 145      |
|       | 10    | 100            | 112         | 115      |

Norm Chart



Progress Chart

### STEP 4

#### Monitor progress

For those students struggling with fluency, you have the option to monitor fluency progress on a weekly basis. The Fluency Formula Assessment includes 24 Progress Monitoring Passages per grade to use as indicators of student progress.

