Reading Science in Schools

Date	Rate
Term 1	
Term 2	
Term 3	
Term 4	

Key	
x	Incorrect
SO	Sounded out
SSO	Silent/subvocalised sounded out
←	Re-read
SC	Self-corrected
Circled word	Omitted
!	Read with expression

Measuring Oral Reading Fluency: Correct Words Per Minute

1. Choose an 'at level' unseen text passage. A text that is on a single page is best. *Pictures and page-turning can affect time.

2. Have a teacher copy of the text for each child being assessed. Add the word count line by line, already totalled, down the RHS of the text.

3. Have a timer set for 60 seconds with an alarm. (Phone works well.)

4. Student and teacher sit side by side. Read title of text to student. Show them the starting point for the oral reading. Teacher says, "This text is called ....I want you to read this text out loud to me starting from here… (Point to first word) It's important that you try and read each word correctly. I will ask you a few questions about the text after. You can stop reading when you hear the timer alarm go off."

5. As child reads, teacher marks their own text copy, using marking key and recording observations.

6. Clearly mark the last word read by the student as the timer goes off.

7. Ask the child a few quick questions about the text to check basic comprehension. E.g. Where did the character go? What was 'the flash of silver'?

8. Count and record the total number of words read **correctly**.

9. Note any important observations about the oral reading: guessing words, code knowledge gaps, pointing to words, ignoring punctuation, inability to answer comprehension questions etc. These become teaching focuses in future lessons.

10. Record student oral reading rates and track progress. Twice per term is ideal. Offer intervention and additional practice to low performing students.

WPM Targets	
end of year	
Yr 1	60 WPM
Yr 2	90 WPM
Yr 3	100-120 WPM
Yr 4-6	130+ WPM

Fluency Resources	
Word count text converter	https://www.interventioncentral.org/teacher-resources/oral-reading-fluency-passages-generator?fbclid=IwAR3fiXz3ltJnzAgP9w39Bi0JJa59zBzpCN-xCEY0UmPf96gO5u2qu1t4JS4
Fluency Info for Teachers	https://fivefromfive.com.au/fluency-4/ https://www.ecu.edu.au/__data/assets/pdf_file/0005/663701/SA-DECS-Fluency-doc.pdf
Fluency Research and books	The Mega Book of Fluency by Tim Rasinski https://www.readnaturally.com/research/5-components-of-reading/fluency
Sample Fluency Texts	Readworks texts (non-fiction often more difficult than fiction due to content vocab) Yr 1 Decodable Texts: http://www.freereading.net/wiki/Decodable_passages.html Yr 2: https://openedx.tneducation.net/asset-v1:TDOE+fs101+2020YL+type@asset+block@Grade_2_Fluency_Packet.pdf Yr1-6 https://wcpss.instructure.com/files/2555143/download?download_frd=1
Fluency Tables WPM rate targets	Hasbrouk: https://www.readingrockets.org/article/fluency-norms-chart-2017-update
Fluency Rubric including prosody	http://www.timrasinski.com/presentations/multidimensional_fluency_rubric_4_factors.pdf

'At level' Text Selection

Emergent readers should be assessed on decodable text with previously taught code. The previously taught code knowledge determines whether the text is 'at level' or not. The texts should be aligned to the phonics program.

Readers with initial and extended code knowledge can be assessed with any at-level text.

This is a guide to **classroom based fluency assessment.** It is intended to assist teachers to include fast, efficient and useful assessment in everyday reading lessons. *Quick one-minute fluency assessing can take place during regular lessons.*