

West Ada School District

Fluency Rubric Grades 1-5

Reading researcher Tim Rasinski (2013) identifies the components of fluency as accuracy, rate, and expression in service to solid comprehension. For grades 1-5, fluency is reflected in Reading Foundational Skills standard 4: Fluency.

Instructions:

1. Choose a grade-level passage from the list below*. This passage should be unfamiliar to students. Journeys includes a book called *Cold Reads* that is intended for this purpose. R-CBMs from AIMSweb and DIBELS are also appropriate.
2. Time the student reading for 1 minute and mark the errors. Subtract the errors from the total number of words read to get the words correct per minute (WCPM).
Please note that a self-correction does not count as an error. Mispronouncing proper nouns is counted as an error. Skipping a line is counted as multiple errors (the total number of words skipped).
3. Use the rubric on the next page to determine the fluency score.

IF YOU ARE BENCHMARKING, USE THE BENCHMARK PASSAGES from AIMSweb and take the middle score. If there is no middle score, use the mode (the most frequent score of the three passages).

Please teach students word attack skills rather than instructing them to skip words on timed readings. Having students skip words when reading rather than decoding them is counter-productive to what skilled readers do.

*Grade level passages should come from *Journeys*, AIMSweb passages (found on Exceed West Ada Help, DIBELS, or easyCBM).



West Ada School District Oral Reading Fluency Rubric (adapted from the NAEP Oral Reading Fluency Scale)

Students must have a check in all three categories to earn the score. If scores are split between two proficiency levels, the reported proficiency level is the lower level. For example, if the score is split between a 4 and a 3, then the oral reading proficiency level is a 3.

- 4** ___ Reads above-grade level informational and narrative text in meaningful phrase groups with expression, preserving the author's syntax
 ___ Rate above 75th percentile
- 3** ___ Reads grade level text primarily in larger, meaningful phrase groups
 ___ Rate at 50-75th percentile
- 2** ___ Reads primarily in two-word phrase groups with some three-and four-word groupings with little expression **or** reads too quickly with no expression
 ___ Rate is between the 25th and 49th percentile for grade level **or** student fails to attempt word attack skills and skips words without attempting to decode
- 1** ___ Reads primarily word-by-word lacking expressive interpretation
 ___ Rate is below the 25th percentile for grade level

Syntax: the order of words in a sentence, clause, or phrase

Compiled ORF Norms 2017, updated from Hasbrouk and Tindal, 2017

Grade	%ile	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
3	90	134	161	166
	75	104	137	139
	50	83	97	112
	25	59	79	91
	10	40	62	63
4	90	153	168	184
	75	125	143	160
	50	94	120	133
	25	75	95	105
	10	60	71	83
5	90	179	183	195
	75	153	160	169
	50	121	133	146
	25	87	109	119
	10	64	84	102
6	90	185	195	204
	75	159	166	173
	50	132	145	146
	25	112	116	122
	10	89	91	91

*WCPM = words correct per minute