Informal Assessments for Fluency Development
Table of Contents

Section One: Overview
- Assessment Introduction .................................................. 4
- Benchmark Education Company Assessment .......................... 6
- Scheduling, Managing, Organizing, and Storing Assessments .................................................. 7
- Observations and Responsive Teaching .................................. 9
- What Research Says About Fluency Assessment ........................ 10

Section Two: Supporting Fluency Development
- Reading Conferences .......................................................... 15
- Prompting to Support Fluency Development .......................... 18
- Assessment Walls .............................................................. 24

Section Three: Accuracy, Rate, and Prosody Assessments
- Fluency Rubrics ................................................................. 26
- High-Frequency Word Phrases ............................................. 28
- One-Minute Oral Reading Fluency Assessments ...................... 30

Section Four: Fluency Metacognitive Awareness Assessments
- Fluency Self-Assessment Checklists ......................................... 98

Section Five: Oral Reading Performance Assessments
- Reader’s Theater Assessment Rubric ........................................ 101
- Reader’s Theater Self-Assessments ........................................ 104
- Reader’s Theater Performance Assessments ........................... 108
- Oral Presentation Rubric ....................................................... 109

Appendix .................................................................................. 112
Bibliography ............................................................................. 116
Assessment Introduction

Daily teaching goes hand in hand with ongoing assessment and evaluation. The wide variety of reading, writing, spelling, and language assessments provided by Benchmark Education Company enables teachers to:

- obtain multiple perspectives on the literacy growth occurring in their classrooms;
- monitor and reflect on their teaching and students’ learning;
- make informed decisions about students’ progress and needs;
- select appropriate materials and instructional techniques that match students’ current level of development;
- document progress over time through a cumulative portfolio;
- report progress to students, parents, and administrators.

Meaningful, ongoing, and multifaceted observation is the heart of the evaluation process. Since observations must occur in authentic contexts, utilize your small-group reading time to document students’ efforts to join discussions; ask and answer questions; react to prompts; contribute ideas for graphic organizers; process text; problem-solve new words; apply targeted skills and strategies, and act out and/or talk, draw, or write about books.

The integration of assessment, teaching, and learning supports effective literacy instruction. Benchmark Education Company provides teachers with the tools for understanding and documenting literacy development. Teachers can use this information to differentiate instruction by developmental reading behaviors and characteristics, metacognitive and comprehension strategy needs, instructional reading levels, fluency, and vocabulary understandings.
Rhodes and Shanklin (1993) outline the eleven principles of literacy assessment. Each of these principles is supported in every Benchmark Education Company assessment product.

<table>
<thead>
<tr>
<th>11 Principles of Literacy Assessment</th>
<th>How BEC Assessment Tools Support the Principles</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assess authentic reading and writing.</td>
<td>A variety of ongoing informal assessment tools are available for use before, during, and after literacy instruction.</td>
</tr>
<tr>
<td>2. Assess reading and writing in a variety of contexts.</td>
<td>Assessment tools can be administered one-on-one, in small groups, or with the whole class.</td>
</tr>
<tr>
<td>3. Assess the literacy environment, instruction, and students.</td>
<td>Assessment tools prompt teacher reflection and provide direction on linking assessment results to instruction.</td>
</tr>
<tr>
<td>4. Assess processes as well as products.</td>
<td>Rubrics and assessment tools are available for lesson analysis and noting observable developmental behaviors and characteristics.</td>
</tr>
<tr>
<td>5. Analyze error patterns in reading and writing.</td>
<td>Oral reading records and rubrics identify error patterns, strengths, and needs.</td>
</tr>
<tr>
<td>6. Consider background knowledge in the assessment of reading and writing.</td>
<td>Student interest questionnaires and surveys gain insight into a students’ literacy background and understandings.</td>
</tr>
<tr>
<td>7. Base assessment on normal developmental patterns and behavior in reading and writing.</td>
<td>A variety of reading behaviors and characteristics checklists are available to assist in noting developmental milestones and then reporting and planning during assessment meetings.</td>
</tr>
<tr>
<td>9. Use triangulation to corroborate data and make decisions.</td>
<td>Multiple assessments target different areas of literacy development and are designed to facilitate triangulation of data.</td>
</tr>
<tr>
<td>10. Involve students, parents, and other school personnel in the assessment process.</td>
<td>Sharing results from the Benchmark Education Assessments in data team meetings and parent conferences informs and involves others in the process of linking assessment and instruction.</td>
</tr>
<tr>
<td>11. Make assessment an ongoing part of everyday reading and writing opportunities and instruction.</td>
<td>Each assessment book provides guidance on how to schedule, manage, organize, and store assessments. Calendars and other planning tools are also provided.</td>
</tr>
</tbody>
</table>
Benchmark Education Company Assessment

The Benchmark Education Company Assessment resources provide tools for ongoing literacy assessments. Each resource has a variety of planning and assessment tools that can be used to inform instruction. Assessment resources can be administered to the whole group, small group, or individual students.

Informal Assessments for Reading Development

- tools for documenting reading behaviors over time, acquisition of concepts about print, and English-language development
- oral reading records
- prompting guides
- reading conference note-taking forms that focus on characteristics of reading development

Informal Assessments for Text Comprehension

- tools for assessing metacognitive and comprehension strategy understandings
- tools for genre and text structure retellings
- comprehension prompting guides
- reading conference note-taking forms that focus on comprehension strategy development

Informal Assessments for Fluency Development

- tools for assessing accuracy, rate, prosody, and oral reading performances
- prompting guides
- reading conference note-taking forms that focus on fluency development

Informal Assessments for Vocabulary Development

- tools for assessing Tier One, Two, and Three vocabulary understandings
- prompting guides
- reading conference note-taking forms that focus on vocabulary development

Informal Assessments for Writing Development

- tools for assessing writing development
- rubric and checklists for assessing genre and text structure
- writing conference note-taking forms
Scheduling, Managing, Organizing, and Storing Assessments

Documenting progress through a cumulative portfolio is one of the greatest advantages of classroom-based assessment. Following are some tips to carry out this process in a teacher- and student-friendly manner.

Scheduling Assessments

Use some assessments as pre- and post-evaluations of growth and development, completing them at the beginning and end of the school year. Conduct other assessments on a more frequent basis as needed. Assess informally during literacy activities every day. Schedule an individual literacy conference with each student every month, and use the information in instructional planning. Hold additional reading and writing conferences as needed to meet students’ immediate needs, allowing students to schedule conferences with you as well. Assess students in greatest need of intervention or additional instructional support more frequently—every one to two weeks.

Planning Calendars

Planning calendars help teachers schedule and manage assessments throughout the school year. Teachers can use the masters in the Appendix to note key dates for administering and gathering assessment data for an entire class or individual students.

Year-at-a-Glance Planning Calendar Record state, district, and classroom scheduled assessment dates. (See Appendix page 112)

Month-at-a-Glance Planning Calendar Record progress-monitoring assessments for the entire class or 1–3 students per day. (See Appendix page 113)

Week-at-a-Glance Planning Calendar Record progress-monitoring assessments and individual reading conferences for the week. (See Appendix page 114)
Managing Assessments

Start with one assessment tool and gradually build to the desired collection, as indicated in the following implementation steps.

1. Organize your classroom learning environment. Establish consistent routines and clear expectations for a variety of instructional settings, including whole-group, small-group, and independent activities.

2. Create a management system and schedule for administering formal and informal assessment measures. Identify a simple storage and retrieval system. Set a manageable schedule.

3. Start slowly and proceed one student at a time until all are assessed and you have identified their literacy developmental stages, strengths, and needs.

4. Create class profiles of your findings to serve as a lesson-planning reference and cumulative documentation of growth. Update the profile with each month’s individual student conference data.

5. Reflect on the information gathered:

   - Are students progressing in a timely fashion?
   - What is their overall growth during a specified time frame?
   - Are your goals for students being met?
   - Is your assessment informing instruction and vice versa?
   - Do you see transfer of the skills, strategies, and behaviors you have modeled and taught?
   - Do the students in your class reflect the national standards and expectations for their grade level?

Organizing and Storing Assessment Materials

A simple plan for collecting and retrieving each type of record will ensure success and ongoing implementation.

Color code and use separate pocket folders or three-ring binders for each aspect of literacy to be assessed. Have a clearly identified and labeled location to house the individual student assessment folders or binders. Within each folder or binder, use dividers and pockets to store the completed individual assessment tools and work samples.

Store the completed group profile charts in lesson-planning books or create a separate three-ring binder. The binder can serve as an instructional reference tool and cumulative documentation of teaching and learning. Use index tab dividers to note the different profile charts to be collected and used over a school year. Include national, state, and district grade-level recommendations and expectations to complete this instructional reference binder.
Observations and Responsive Teaching

Daily observations of students engaged in meaningful literacy experiences provide detailed information regarding literacy development, strengths, and needs. Documenting observations on a regular basis provides opportunities for teachers to reflect on instruction and areas in need of further assessment. Tomlinson & McTighe remind us that “Responsive teaching suggests a teacher will make modifications in how students get access to important ideas and skills, in ways that students make sense of and demonstrate essential ideas and skills, and in the learning environment—all with an eye to supporting maximum success for each learner.” Observations of student learning and transfer provide the link between the assessment and instruction process.

Anecdotal Notes

Anecdotal notes are the observations that are written by the teacher during or after a literacy event. These detailed notes capture students’ processing behaviors so they may be further analyzed and used to inform the next instructional move. Anecdotal notes can be taken in whole- or small-group settings or for individuals. These informal notes contain valuable information about students’ strengths, weaknesses, progress, needs, processing abilities, or any other observations teachers feel are significant.

Use the Anecdotal Notes master (Appendix page 115) to record notes and observations. Place one small sticky note in each box (one per student). After recording the student’s name, date, and your observations, transfer the sticky notes to individual students’ portfolios.
What Research Says About Fluency Assessment

“Fluency combines accuracy, automaticity, and oral reading prosody, which taken together, facilitate the reader’s construction of meaning. It is demonstrated during oral reading through ease of word recognition, appropriate pacing, phrasing, and intonation. It is a factor in both oral and silent reading that can limit or support comprehension.”

—Kuhn, Schwanenflugel, Meisinger, 2010

Reading fluency is best described as the ability to read texts quickly, accurately, and with appropriate expression. Many educators, unfortunately, do not have the tools to teach this vital skill, and many who do teach fluency may not observe and record their students’ progress. This book is designed to specifically address this need, and to help teachers facilitate fluency assessment.

Reading fluency should be assessed on a regular basis largely because fluency is considered as an essential characteristic of a proficient reader (National Reading Panel, 2001). The ongoing monitoring of oral reading fluency allows the teacher to monitor and benchmark student progress over time. Ongoing fluency assessments (informal, teacher observations, and formal assessments) also enable educators to determine whether instructional goals have been met.
**Research About Fluency Assessment & Instruction**

<table>
<thead>
<tr>
<th>How Informal Assessments for Fluency Development Supports Best Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automatic word recognition is central to the construct of fluency and fluency’s role in the comprehension of text (Samuels, 2004, 2006). Processes are considered to be automatic when they possess four properties: speed, effortlessness, autonomy, and lack of conscious awareness (Logan, 1997). Whether developed through repetition or the wide reading of texts, automaticity occurs on multiple levels and connects to comprehension in multiple ways (Samuels, 2004, Logan, 1997).</td>
</tr>
<tr>
<td>A critical component of reading fluency is the ability to read with prosody; that is, with appropriate expression or intonation coupled with phrasing that allows for the maintenance of meaning (Cowie, Douglas-Cowie, &amp; Wichmann, 2002; Miller &amp; Schwanenflugel, 2006, 2008; Schwanenflugel, Hamilton, Kuhn, Wisenbaker &amp; Stahl, 2004). Prosody captures the rise and falls of pitch, rhythm, and stress—the pausing, lengthening, and elision surrounding certain words and phrases that is found in the pull of linguistic communication (Hirschberg, 2002).</td>
</tr>
<tr>
<td>The most important characteristic of the fluent reader is the ability to decode and to comprehend the text at the same time and other characteristics of fluency such as accuracy of word recognition, speed of reading, and the ability to read orally with expression simply serve as indicators that fluency has been achieved (Samuels, 2006). Skilled reading is a complicated act that requires the coordination of input from multiple sources, including syntactic knowledge, orthographic knowledge, and affective factors among others that allows the reader to construct meaning from text. (McKenna &amp; Stahl, 2003, RAND Reading Study Group, 2002)</td>
</tr>
</tbody>
</table>

Research About Fluency Assessment & Instruction*

<table>
<thead>
<tr>
<th>How Informal Assessments for Fluency Development Supports Best Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fluency likely has a reciprocal relationship with comprehension, both contributing to and possibly resulting from readers’ understanding of text (Klauda &amp; Guthrie, 2008; Stecker, Roser, &amp; Martinez, 1998).</td>
</tr>
<tr>
<td>Rubrics, retellings, comprehension questions, and discussions are used to assess the connection between fluency and comprehension.</td>
</tr>
<tr>
<td>It is essential that fluency be seen as more than simply correct words per minute. Without the addition of some measure of prosody, there continues to be too high a risk that oral reading fluency will be seen only as a measure of quickly decoding a passage (Samuels, 2007) and that instruction will continue to follow suit (Wixson &amp; Lipson, 2009). Prosodic measures such as the NAEP oral reading fluency scale (Pinnell, et. al, 1995) or the multidimensional fluency score guide (Rasinski, et. al 2009; Zutell &amp; Rasinski, 1991) can serve as a rough gauge of how well students are integrating the suprasegmental features of language into their oral reading.</td>
</tr>
<tr>
<td>Fluency Scales, Self-Assessments, and Reading Conferences provide additional measures of fluency development in addition to leveled passages for identifying words per minute.</td>
</tr>
<tr>
<td>It remains critical that students are not focusing on rate at the expense of meaning; to prevent overemphasizing rapid decoding, a measure of comprehension should be used in conjunction with any evaluation of reading (Samuels, 2006). This can be undertaken in several ways, from brief discussions of the passage being read; to answering a range of questions from factual to inferential, which are related to the material; to student retellings of the text (McKenna &amp; Stahl, 2003). It is important to evaluate students’ oral reading (Daane et. al, 2005, McKenna &amp; Stahl, 2003), because this is only one piece of information in a reader’s profile.</td>
</tr>
<tr>
<td>Discussions, comprehension questions, and retellings are included to assess comprehension and fluency development.</td>
</tr>
</tbody>
</table>

Fluency Assessment Tools
Reading fluency, phrasing, and rate may be assessed any time a student reads aloud. A common means of measuring how well a student’s oral reading corresponds to natural oral language is through the use of fluency rubrics and scales. A variety of assessment tools are included in this handbook to assess the elements of fluent reading.

<table>
<thead>
<tr>
<th>Elements of Fluency to Assess</th>
<th>Fluency Assessment Tools</th>
<th>Frequency of Administering</th>
</tr>
</thead>
</table>
| Integration of Accuracy, Rate, and Prosody  
Oral Reading Fluency  
Decoding, Blending, Word Recognition  
Words per Minute (wpm) Rate  
Phrasing  
Comprehension                                                   | Fluency Rubrics (page 27)  
One-Minute Leveled Passages D-X (page 35)  
High-Frequency Word Phrase lists (pages 28 to 29) | Beginning/Middle/End of Year                              |
| Metacognitive Awareness  
Speed/Pacing, Pausing, Inflection/Intonation, Phrasing, Expression, Integration               | Self-Assessments (pages 36 to 97)                           | Monthly                                        |
| Oral Reading Performance  
Overall Public Speaking Performance/Delivery  
Reader’s Theater performance                                             | Reader’s Theater Fluency Rubrics (pages 102 to 103)  
Reader’s Theater Self-Assessments (pages 104 to 107)  
Reader’s Theater Performance Assessments (page 108)  
Presentation Rubric (pages 109 to 110) | After a Reader’s Theater or Oral Presentation              |
After administering, scoring, and analyzing assessment results, link assessments to instruction and choose mini-lessons to support fluency development. These mini-lessons can be taught in whole group, small group, or individually during reading conferences.

### Mini-Lessons for Fluency Development

<table>
<thead>
<tr>
<th>Element of Fluency</th>
<th>Skills</th>
<th>Mini-Lessons to Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate</td>
<td>Speed/Pacing</td>
<td>Fast, Slow, Varied</td>
</tr>
<tr>
<td></td>
<td>Pausing</td>
<td>Short Pause, Full Stop, Text Structure and Organization</td>
</tr>
<tr>
<td>Prosody</td>
<td>Inflection/Intonation</td>
<td>Pitch, Volume, Stress</td>
</tr>
<tr>
<td></td>
<td>Phrasing</td>
<td>High-Frequency Word Phrases, Subject/Predicate Phrases, Dependent Clauses, Prepositional Phrases, Compound Sentences, Units of Meaning in Complex Sentences</td>
</tr>
<tr>
<td></td>
<td>Expression</td>
<td>Anticipation/Mood, Characterization/Feelings, Dramatic Expression</td>
</tr>
</tbody>
</table>
Reading Conferences

Individual Reading Conferences provide teachers with an opportunity to hear students read aloud from a self-selected title, or familiar reading of a text from small-group Guided Reading lessons. When observing students as they read aloud, conduct an oral reading and record anecdotal notes regarding how fluently students are reading. The Reading Conference recording form provides a template for key elements to include in your reading conferences.

Use the Fluency Rubric found on page 27 to note accuracy, rate, and expression. After listening to students read aloud orally, you may choose to provide additional support through mini-lessons, prompts (see also pages 18 to 23), or discussions related to linking fluent reading and overall comprehension of the text.
Individual Reading Conference

Name: __________________________ Date: ______________

Book Title: ______________________ Author: ______________________ Pages: ___ to ___

Part One: Independent Reading Recap
Why did you choose this book? What are you interested in reading about? Do you need help finding a new book?

How is the difficulty of the text for you? How do you know?

Summarize or retell what has been happening (or what you have learned) so far.

Tell me what you remember most about what you’ve read.

Notes: __________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

Part Two: Fluency Strategy Connections
How have you used the fluency strategies we’ve been learning about as a reader?

How have they helped you understand what you are reading? Explain.

How do you vary speed, pacing, phrasing, expression, intonation when you are reading?
When do you adjust your reading? How do you know to adjust your rate or expression?
How does that help you understand, or comprehend the text more?

Notes: __________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________
**Part Three: Oral Reading Record**

Conduct an oral reading record on the independent reading selection or from a text read previously in small group Guided Reading lessons.

Attach the oral reading record form to your Individual Reading Conference note-taking form when finished.

Record notes for observations and next steps instructionally below.

Notes: _____________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

**Part Four: Action Planning**

What are your strengths/needs/goals as a reader? How can I help you achieve them?

When do you anticipate finishing this book?

What is next on your list of must-read titles?

Notes: _____________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________
Prompting to Support Fluency Development

As an observant and responsive teacher, having a variety of prompting stems for a variety of purposes is a valuable resource. Each type of prompt has a distinct purpose for supporting learning and increasing proficiency with the elements of fluency.

<table>
<thead>
<tr>
<th>Prompting Type</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal Oriented</strong></td>
<td>Prompts for the reader who is not using the targeted strategy or skill at all. They offer a model or a benchmark of how the strategy or skill is used in reading.</td>
</tr>
<tr>
<td><strong>Corrective Feedback/Directive</strong></td>
<td>Prompts for students who are beginning to use the strategy or skill but still need direct teaching or coaching on how to use it properly.</td>
</tr>
<tr>
<td><strong>Self Monitoring/Reflective</strong></td>
<td>Prompts for students who have previously exhibited use of the strategy or skill in reading but are not consistent. These prompts remind students to be more reflective and think about the importance of using the strategy or skill at the right time.</td>
</tr>
<tr>
<td><strong>Validating/Confirming</strong></td>
<td>Prompts that are used at any time to validate or confirm a student’s reading strategies and skills.</td>
</tr>
</tbody>
</table>

The following pages contain prompting stems to support the various elements of fluent reading with an emphasis on developing prosody. Use the prompts during guided practice or during independent reading. Remember to continually ask students to reflect on how they read a text affects their comprehension. This will promote awareness of the link between fluency and comprehension and aid in encouraging students to reflect and monitor reading to maintain understanding at all times.
Speed/Pacing Prompts

Goal Oriented
- Listen to me read. Can you read it like I do?
- Listen to how I read this. I am going to read this faster.
- Listen to how I read this. I am going to read this slower.
- Listen to my voice as I read the next sentence. Am I reading at a fluent pace?

Directive and Corrective Feedback
- Read these words faster.
- Read these words slower.
- Try that again and read slower.
- Try that again and read faster.
- Try moving your eyes quicker so you can read more words together.
- Read the text again and make it sound like you are talking.

Self-Monitoring and Reflection
- How did you pace your reading?
- Did you read that too fast or too slow?
- What did you do to read that faster/slower?
- How did you vary your pace in that passage?
- What did you notice about your reading?
- What made you read slower or faster?
- Where did you read too fast/slow?
- Where did you read at the right pace?

Validating and Confirming
- I liked the way you read it faster that time.
- I liked the way you slowed your reading down that time.
- Good job at varying your pace in the passage.
- You read at an appropriate rate. Great job!
**Pausing Prompts**

**Goal Oriented**
- Listen to me read this. Can you hear me take a little breath at the comma (semicolon, dash, colon, ellipsis)?
- The period (question mark, exclamation point) means your voice makes a full stop.
- When I make a short pause, I don't stop completely and break the flow of my reading.
- When I finish a sentence, I make a full stop before continuing with my reading.
- Notice what I do when I see a(n) comma (semicolon, dash, colon, ellipsis). My reading pauses briefly and then continues to help make ideas clear as I read.
- Notice what I do when I see a(n) period (question mark, exclamation point). My reading pauses with a full stop to show that I've read a complete sentence or idea.

**Directive and Corrective Feedback**
- Make a full stop at the period (question mark, exclamation point).
- Take a little breath when you see a(n) comma (semicolon, dash, colon, ellipsis).
- Read the punctuation.
- Read it like this with a short pause between the words.
- Read it like this with a full stop after the word.
- Make your pause longer.
- Make your pause shorter.

**Self-Monitoring and Reflection**
- How did you know to make a short pause here?
- How did you know to make a full stop here?
- Did you have any trouble knowing where to make a short pause or full stop as you read?
- Was your pausing too short, too long, or just right?
- Where did you make short pauses as you read?
- Where did you make full stops as you read?

**Validating and Confirming**
- Good—you took a little breath.
- Good—you made a full stop.
- I like the way you made a short pause/full stop here.
- I like the way you used the ________ punctuation mark to help you make a short pause/full stop here.
- Good—you used punctuation marks to help you know when to pause and for how long!
Inflection/Intonation Prompts

Goal Oriented
- Listen to how I read this. Can you hear my voice go down at the period?
- Listen to how I read this. Can you hear my voice go up at the question mark?
- Listen to how my voice gets louder.
- Listen to how my voice gets softer.
- Emphasize the word _______ like this.
- Notice what I do when I read the bold print (italicized words, words in all uppercase letters).

Directive and Corrective Feedback
- Make your voice go down at the period.
- Make your voice go up at the question mark.
- Read it louder.
- Read it softer.
- Stress the word _______ in this sentence.
- Watch for bold print (italicized words, words in all uppercase letters).
  Emphasize those words.

Self-Monitoring and Reflection
- What should your voice do when you see a period?
- What should your voice do when you see a question mark?
- Should your voice go up or down at this exclamation point?
- How did you know to read louder?
- How did you know to read softer?
- What made you emphasize the word _______?

Validating and Confirming
- Good job at making your voice rise and fall.
- You read that part louder/softer—way to think like the author!
- You stressed exactly the right words in that sentence. Good thinking!
Phrasing Prompts

Goal Oriented
- Listen to how reading sounds like talking.
- Listen to me read this part.
- Listen to how I group words together into phrases.
- Read it like this: ________.
- These words make sense together. Listen to how I read the words.
- Watch how I read the words without using my finger.
- Phrasing is not choppy reading like this:
  Look . . . for . . . some . . . people.

Directive and Corrective Feedback
- Now read the text just like I did.
- Repeat after me and make your reading sound like mine.
- Read the words ________ together as a group.
- Put your words together so that it sounds like talking.
- Read this much all together. (Cover part of the text.)
- Try that again and put the words together.
- Try reading with your eyes and not your finger.

Self-Monitoring and Reflection
- How did you make your reading sound like talking?
- What did you notice that made you group your words together?
- How did you know to put the words ________ together?
- How did grouping the words ________ together help you understand what you read?
- I noticed you stopped pointing with your finger. Did your eyes have any trouble keeping their place?
- Was your reading smooth or choppy?

Validating and Confirming
- I noticed that you put the words ________ together as a group. That makes your reading sound like talking.
- You put your words together. Good reading.
- You made your reading sound like talking.
Expression Prompts

Goal Oriented
- Let’s read the title and look at the pictures. That will help us anticipate the mood of the passage.
- I see quotation marks, so the character is talking. I need to make my voice sound like the character’s voice.
- I’ll pretend to be that character. Listen to how I make my reading sound like he/she might talk.
- I need to make my voice, face, and body match what the author/character is saying when I read.
- Listen to me read this. Can you hear how excited (sad, proud, frightened) my voice sounds?

Directive and Corrective Feedback
- What kind of passage do you think this will be? How should you read it?
- Make your voice sound excited (sad, proud, frightened).
- Make your tone of voice match the author’s/character’s words.
- Make the character’s voice match his/her actions and feelings.
- Read it like the author would say it.
- Repeat after me and read with expression.
- Use the punctuation to help you put expression in your voice when you read.

Self-Monitoring and Reflection
- How did you know what tone of voice to use?
- Did you read with expression?
- Where did you read with good expression?
- What part do you need to read again with more expression?
- Did you have any trouble reading with expression?
- Did you use pacing (pausing, inflection/intonation, phrasing) to help you read with expression?

Validating and Confirming
- You noticed the funny pictures, so you used a happy tone of voice. Good thinking.
- You sounded excited (sad, proud, frightened) when you read that.
- I like the way you read it like the character was talking.
- I like the way you read with expression.
- I noticed that you read it just like talking.
- You paid careful attention to pacing (pausing, inflection/intonation, phrasing) to help you read with expression. Good work!
Assessment Walls

“The assessment wall makes the data visible, thus serving two important purposes: to study learning trends in student groups and to study reading progression for all students in relation to proficiency standards.”

—Dorn and Soffos, 2001

Assessment walls (or folders) are used for identifying developmental progress (and strengths) as well as pinpointing instructional needs. Data can be displayed on a dedicated wall for faculty or grade-level data meetings, or in file folders for classroom use. Assessment walls can be used flexibly to examine student growth as a class or small group or for individual learners.

When reviewing data at data team meetings or individually, consider the following questions as you reflect on student learning and the next steps for instructional decisions.

How have the students progressed? What are their strengths? Needs?

What instructional methods or interventions are supporting learning, or not?

What are your goals for instruction, next steps for planning and supporting learning?

Data team meetings and the use of assessment walls that focus on fluency development provide opportunities to identify observable behaviors that link decoding, word recognition, vocabulary, and comprehension. Milestones included in the reference chart on page 25 as well as scores from using the Fluency Rubric on page 27 provide discussion topics to consider when reviewing assessment data and reflecting on student learning and progress.
## Fluency Development Over Time

<table>
<thead>
<tr>
<th>Developmental Reading Stages</th>
<th>Observable Reading Behaviors</th>
</tr>
</thead>
</table>
| **Emergent**                 | Fluently reads some high-frequency words (15–20)  
Decoding consonants and short vowels  
Beginning to attend to ending punctuation  
Beginning to read with expression and intonation |
| **Early**                    | Fluently reads many high-frequency words (100–150)  
Decoding blends, digraphs, diphthongs  
Uses ending punctuation, quotation marks  
Developing expression and intonation when reading |
| **Transitional**             | Fluently reads a large number of high-frequency words (150–350+)  
Beginning to decode multisyllabic words  
Attends to punctuation for phrasing  
Uses understandings of grammatical structures to adjust fluency when reading  
Integrates word recognition, decoding, and expression more consistently when reading |
| **Advanced**                 | Utilizes an expanding bank of high-frequency words (350+)  
Decodes multisyllabic words consistently  
Uses word-solving strategies to maintain comprehension and fluent reading of text  
Uses text structure and genre features to adjust fluency when reading  
Consistently integrates accuracy, rate, and prosody when reading |
Fluency Rubrics

Fluency Rubrics are used to identify how students are integrating all aspects of fluency (accuracy, rate, prosody) as they read aloud. Other assessment tools such as the NAEP Oral Reading Fluency Scale (Pinnell, et. al, 1995) and the fluency scoring guide (Rasinski & Zutell, 1991) are additional tools to reference when assessing oral reading fluency. Use the following Fluency Rubric to note accuracy, rate, prosody, and how students are integrating together for comprehension and fluent reading. As you conduct informal reading conferences or any time you listen to students read aloud from an independent or instructional level text, you can use the rubric for consistently evaluating their fluency progress.
Fluency Rubric

Student: ____________________________  Date: ________________

The key elements of reading fluency — accuracy, speed, pacing, pausing, inflection/intonation, expression, phrasing, and the integration of these skills — may be assessed any time a student reads aloud. Discuss the assessment rubric, modeling each description, so students know what you expect.

<table>
<thead>
<tr>
<th>Rating Scale</th>
<th>Elements of Fluent Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accuracy</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Multiple attempts at decoding words without success. Word reading accuracy is inadequate/poor (below 90%).</td>
</tr>
<tr>
<td>2</td>
<td>Attempts to self correct errors, usually unsuccessful. Word reading accuracy is marginal (between 90%–93%).</td>
</tr>
<tr>
<td>3</td>
<td>Attempts to self correct errors are successful. Word reading accuracy is good (between 94%–97%).</td>
</tr>
<tr>
<td>4</td>
<td>Most words are read correctly on initial attempt. Minimal self-corrections, all successful. Word reading accuracy is excellent (98%–100%).</td>
</tr>
</tbody>
</table>

**Rate: Speed, Pacing, Pausing**

| 1 | Slow and laborious reading. |
| 2 | Reading is either moderately slow or inappropriately fast, pausing is infrequent or ignored. |
| 3 | Unbalanced combination of slow and fast reading containing inconsistent pausing. |
| 4 | Reading is consistently natural, conversational, and appropriately varied (resembling natural oral language). |

**Prosody: Inflection/Intonation and Expression**

| 1 | Reads in an inexpressive, monotone manner and does not attend to punctuation. |
| 2 | Reads with some intonation (pitch/tone/volume/stress) and some attention to punctuation. Reads in a monotone at times. |
| 3 | Reads by adjusting intonation (pitch/tone/volume/stress) inappropriately. Consistently attends to punctuation. |
| 4 | Reads with intonation that reflects feeling, anticipation, tension, character development, and mood. |

**Prosody: Phrasing**

| 1 | Reads word by word. Does not attend to author’s syntax or sentence structures. Has limited sense of phrase boundaries. |
| 2 | Reads slowly and in a choppy manner, usually in two-word phrases. Some attention is given to author’s syntax and sentence structures. |
| 3 | Reads in phrases of three to four words. Appropriate syntax is used. |
| 4 | Reads in longer, more meaningful phrases. Regularly uses phrase boundaries, punctuation, sentence structure, and author’s syntax to reflect comprehension and fluent reading. |

**Integration**

| 1 | Reading is monotone, laborious, inexpressive, and accuracy rate is poor (below 90%). |
| 2 | Reading is unbalanced with inconsistent rate and pacing, some phrasing, inadequate intonation & expression, marginal accuracy (between 90%–93%). |
| 3 | Reading is somewhat adjusted with some variation in rate, appropriate prosody, and with good accuracy (between 94%–97%). |
| 4 | Reads in an integrated manner with high accuracy, rate, intonation, and expression on a consistent basis. Fluent reading reflects understanding and interpretation of text. |
High Frequency Word Phrases

The following leveled phrase lists are short phrases made from high-frequency words. These lists are designed for repeated practice of high-frequency words in a short context, as opposed to reading isolated word lists.

Research has shown that repeated practice of reading high-frequency words can have a beneficial effect on students’ word-recognition skills. These activities require that students practice reading the words until they can read them automatically without effort. Teachers may want to write these phrases on cards and have students practice the phrase lists at their designated reading level, to aid with phrasing, accuracy, and word recognition.

Level D
We made it.
I want it.
Go to sleep.
Run fast.
Can you see?
I can help.
This is my home.
I am big.
I can ride.
He has it.

Level E
No way!
He ran away!
This is not it.
I cannot come.
How many?
What did you do?
There she is!
Did you eat it all?
I made it.
I saw Dad.

Level F
I like him.
Sit down.
Can you come?
I can’t go.
We have a dog.
Go get her.
He said to go.
I’ll go with Mom.
See the cat.
Did you see her?

Level G
Could you go?
We like to go.
We like to write.
He said to come.
Can you write your name?
I don’t care.
It is morning.
You are late.
Where did you go?
Where is Mom?

Level H
What is your number?
Look behind you.
Which one is yours?
Look at the water.
The dog is big.
Can you see in?
Come and see my room.
Have you been here?
How do you know?
It is a long way.

Level I
Are you there?
It is as big as you.
Will you go first?
He will be good.
Will you come to my house?
It is at my house.
How did you get it?
Which bus will you take?
What is the first word?
What is your name?
Level J
Where are you?
I need you.
What is your part?
How many people are there?
Which one would you like?
Can you get from here to there?
Which one do you like?
Did you come the long way?
It is time to go.
How did you get here?

Level K
Come and take a look.
What is your last name?
Mother says to go now.
You are a good man.
What do you like to play?
Go over the river.
Will you give it back?
Do you know why?
Can you put it up there?
We want to go home.

Level L
How many are there?
I don’t feel good.
Can you come over?
I will only take a little.
That is a good sentence.
Is that a new sound?
That is just the same.
How many years ago did you go there?
Look at my new place.
She is not mean.

Level M
Can you go after the game?
He is a little boy.
Do you want to go with her?
Where is your home?
You must be right.
This must be it.
You have such a big house.
They were here.
Do you have a picture?
Can you show me around?

Level N
Can you help me out?
We need more people.
Can you spell your name?
Get in two lines.
Are you telling the truth?
Can you write one sentence?
This must be it.
It’s still here.
Can you play it again?
We found it over there.

Level P
We walked near the sea.
She lived a long life.
She is on the team.
That is almost enough.
That is a good idea.
He is a very important person.
Can you take the car?
Can you stop the music?
I need to talk to my father.
Look at the white clouds.

Level Q
Leave it to me.
This is an important idea.
My family watched the game.
I missed all of the people.
The plant began to grow.
That is almost enough.
Read your book to me.
This is a long list of people.
It is the first day of school.
It’s time to eat.

Level R
What happened to you?
Do you remember me?
Do you have any questions?
Do you want a piece of pie?
I heard he made one hundred.
He cried and cried.
Did you complete all of the problems?
We went across the room?
Today, we are going north.
He fell upon the ground.
One-Minute Oral Reading Fluency Assessment

The One-Minute Oral Reading Fluency Assessment is used to evaluate students’ reading rate and document their progress over time in comparison to national fluency norms. This assessment can be used to gather information on students’ oral fluency and phrasing. The assessment determines the number of words the student reads correctly per minute and also provides a rubric for assessing phrasing, pitch, stress, intonation, and comprehension. It is recommended that teachers formally assess students’ reading fluency at the beginning, in the middle and end of the school year. This information can become part of students’ permanent portfolio for documentation and accountability. Students may be assessed individually when most convenient for teachers—at the beginning or end of the day, or when appropriate during a portion of small-group reading time, or when students are engaged in independent reading.

Preparing to Administer One-Minute Oral Reading Fluency Assessments

Prior to administering the one-minute assessments, copy the leveled passages and teacher recording forms for each level (pages 34 to 97). Then create a folder for each student. Throughout the year, store the students’ assessments in these folders, or place the assessments in individual student portfolios.
Instructions

Reading fluency, phrasing, and rate may be assessed whenever a student reads aloud. Use the procedure below to measure oral reading fluency.

1. Select the fluency assessment passage at the student’s independent reading level (95–100% accuracy). You will also need a copy of the reproducible record form for this level.
2. Give the student a brief introduction to the passage. Ask the student to read the passage using his or her best voice.
3. As the student reads, mark any errors with a slash mark through the words. Use the assessment guidelines below.
4. At the end of one minute, mark the point in the text where the student was reading by circling the last word read. Allow the student to finish reading the passage.
5. Ask the student the comprehension questions on the back of the card.
6. Count up the number of words read correctly. Record this information on the record form. Use the chart in Figure 1 to compare the student’s performance to the national norm for the grade level and time of year. Document this on the record form.
7. Use the Oral Fluency and Phrasing Rating Rubric to rate the student’s fluency and phrasing while reading (page 33).

Scoring Guidelines

Words read correctly include words that are self-corrected within three seconds of an error. (Mark each self-correction with SC above the word.) Correctly read words that are repeated are not counted as errors.

Words read incorrectly should be marked with a /. The following errors are counted as incorrect:

- Mispronounced words—words that are misread.
- Word substitutions—one word read for another word. For example, boat for ship.
- Omissions or skipped words—words that are not read.
- Hesitations—If the student hesitates for three seconds or longer, say the word and have the student continue reading.

The Biggest Sunflower
Children at Sunset School were growing sunflowers in the garden. They wanted their sunflowers to help them grow. They talked to their sunflowers to help them grow.

But Maria put her sunflower in a pot. All day long the sunflower grew very big. Maria put the pot to follow the sunshine.

"My sunflower is so big," said Maria. "It is where the Sun goes, my sunflower goes, too!"

The sunflower grew very big. It became the biggest sunflower. Maria's sunflower liked sunshine. "My sunflower is so big," said Maria. "It is where the Sun goes, my sunflower goes, too!"

Instructions

• Give the student a brief introduction to the passage. Ask the student to read aloud. Use the procedure below to measure oral reading fluency.
• Ask the student the comprehension questions on the back of the card.
• Count up the number of words read correctly. Record this information on the record form. Use the chart in Figure 1 to compare the student’s performance to the national norm for the grade level and time of year. Document this on the record form.
• Use the Oral Fluency and Phrasing Rating Rubric to rate the student’s fluency and phrasing while reading (page 33).

Scoring Guidelines

Words read correctly include words that are self-corrected within three seconds of an error. (Mark each self-correction with SC above the word.) Correctly read words that are repeated are not counted as errors.

Words read incorrectly should be marked with a /. The following errors are counted as incorrect:

- Mispronounced words—words that are misread.
- Word substitutions—one word read for another word. For example, boat for ship.
- Omissions or skipped words—words that are not read.
- Hesitations—If the student hesitates for three seconds or longer, say the word and have the student continue reading.
Using Assessment Results to Inform Instruction

Analyze assessment results to identify student strengths, needs, and next steps for instruction. Consider the following questions as you review and reflect on student performance.

What does the oral reading fluency rubric show you about how a student is progressing as a reader? What areas are in need of additional support?

What connection between fluency and comprehension is evident?

How will results inform small group instruction and individual reading conferences?

One-Minute Timed Reading Rate Goals

<table>
<thead>
<tr>
<th>Text Level</th>
<th>Grade Level</th>
<th>Reading Rate Goal (Words Per Minute)</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>First (beginning of year)</td>
<td>20</td>
</tr>
<tr>
<td>E</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>F</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>G</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>H</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>I</td>
<td>First (end of year)</td>
<td>60</td>
</tr>
<tr>
<td>J</td>
<td>Second (beginning of year)</td>
<td>65</td>
</tr>
<tr>
<td>K</td>
<td></td>
<td>75</td>
</tr>
<tr>
<td>L</td>
<td></td>
<td>85</td>
</tr>
<tr>
<td>M</td>
<td>Second (end of year)</td>
<td>95</td>
</tr>
<tr>
<td>N</td>
<td>Third (beginning of year)</td>
<td>95</td>
</tr>
<tr>
<td>O</td>
<td></td>
<td>105</td>
</tr>
<tr>
<td>P</td>
<td>Third (end of year)</td>
<td>115</td>
</tr>
<tr>
<td>Q</td>
<td>Fourth (beginning of year)</td>
<td>115</td>
</tr>
<tr>
<td>R</td>
<td>Fourth (end of year)</td>
<td>120</td>
</tr>
<tr>
<td>S</td>
<td>Fifth (beginning of year)</td>
<td>120</td>
</tr>
<tr>
<td>T</td>
<td></td>
<td>125</td>
</tr>
<tr>
<td>U</td>
<td>Fifth (end of year)</td>
<td>130</td>
</tr>
<tr>
<td>V</td>
<td>Sixth (beginning of year)</td>
<td>135</td>
</tr>
<tr>
<td>W</td>
<td></td>
<td>140</td>
</tr>
<tr>
<td>X</td>
<td>Sixth (end of year)</td>
<td>145</td>
</tr>
<tr>
<td>Y</td>
<td>Seventh (beginning of year)</td>
<td>145</td>
</tr>
<tr>
<td>Z</td>
<td>Seventh (end of year)</td>
<td>150</td>
</tr>
</tbody>
</table>

Adapted from Hasbrouck & Tindall (2006).
## Oral Fluency and Phrasing Rating Rubric

<table>
<thead>
<tr>
<th>Rating Scale</th>
<th>Phrasing and Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reads word by word. Does not attend to the author’s syntax or sentence structures.</td>
</tr>
<tr>
<td>2</td>
<td>Reads slowly and in a choppy manner, usually in two-word phrases. Some attention is given to the author’s syntax and sentence structures.</td>
</tr>
<tr>
<td>3</td>
<td>Reads in phrases of three or four words. Appropriate syntax is used.</td>
</tr>
<tr>
<td>4</td>
<td>Reads in longer, more meaningful phrases. Regularly uses pitch, stress, and author’s syntax to reflect comprehension.</td>
</tr>
</tbody>
</table>

### Intonation

<table>
<thead>
<tr>
<th>Rating Scale</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reads with a monotone voice.</td>
</tr>
<tr>
<td>2</td>
<td>Reads with some intonation and some attention to punctuation. At times reads in a monotone voice.</td>
</tr>
<tr>
<td>3</td>
<td>Reads by adjusting intonation appropriately. Consistently attends to punctuation.</td>
</tr>
<tr>
<td>4</td>
<td>Reads with intonation that reflects feeling, anticipation, tension, character development, and mood.</td>
</tr>
</tbody>
</table>

### Comprehension

<table>
<thead>
<tr>
<th>Rating Scale</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0 or 1 answers correct</td>
</tr>
<tr>
<td>2</td>
<td>2 answers correct</td>
</tr>
<tr>
<td>3</td>
<td>3 answers correct</td>
</tr>
<tr>
<td>4</td>
<td>4 answers correct</td>
</tr>
</tbody>
</table>

### Rubric Score Key

1 and 2: Student has not achieved an appropriate level of fluency for the level of the passage.

3: Fluent reading is being refined at the level of the passage.

4: Fluent reading has been achieved for the level at which the passage is written.
# One-Minute Fluency Leveled Passages Assessments

Teacher Name: ____________________________  Grade Level: ________

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Beginning of Year Text Level/WPM</th>
<th>Mid Year Text Level/WPM</th>
<th>End of Year Text Level/WPM</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
One-Minute Oral Reading Fluency Assessment Record Form • Level D-E

Name: ___________________________ Date: ____________

Correct Words per Minute: ____________ National Norm of Words per Minute: ____________

Playing Ball

Tim and Jim play ball. They ______ run. They jump. They throw ______ the ball. They kick the ball. ______ They have fun. ______

“Time for bed!” says Mom. ______

“Can we play more?” asks Tim. ______

“You need to sleep now,” says Mom. ______

Tim and Jim go to bed. Mom ______ tells them a story. The story ______ is about two boys. The boys ______ play ball. They run. They jump. ______ They throw the ball. They kick ______ the ball. The boys have fun. ______

Tim and Jim smile. Soon the boys are asleep. ______

Oral Reading Fluency Rubric

<table>
<thead>
<tr>
<th></th>
<th>Rubric Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuracy</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Speed/Pacing</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Pausing</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Inflection/Intonation</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Phrasing</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Integration</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>

Rubric Score Key

1 and 2: Student has not achieved an appropriate level of fluency for the level of the passage.

3: Fluent reading is being refined at the level of the passage.

4: Fluent reading has been achieved for the level at which the passage is written.
Playing Ball

Tim and Jim play ball. They run. They jump. They throw the ball. They kick the ball. They have fun.

“Time for bed!” says Mom.

“Can we play more?” asks Tim.

“You need to sleep now,” says Mom.
Tim and Jim go to bed. Mom tells them a story. The story is about two boys. The boys play ball. They run. They jump. They throw the ball. They kick the ball. The boys have fun.

Tim and Jim smile. Soon the boys are asleep.

Self-Check
1. Tim and Jim kicked the _____.
2. Why did Tim and Jim go to bed?
3. Did Tim and Jim like Mom’s story? How can you tell?
One-Minute Oral Reading Fluency Assessment Record Form • Level F

Name: ___________________________________________ Date: ____________

Correct Words per Minute: ______________ National Norm of Words per Minute: ______________

Juan Likes to Run

Juan likes to run. Juan runs ___ 6 by himself. He runs with his ___ 12 dog. He runs with his dad. ___ 18 He runs with his friends. ___ 23

When does Juan run? Juan ___ 28 runs in the morning. He runs ___ 34 in the afternoon. He runs in ___ 40 the evening.

“I like to see you run, Juan,” ___ 49 Mom says.

“I like to run,” Juan says, ___ 57 running around Mom.

“Do you know what time ___ 65 it is?” Mom asks.

Juan looks at the clock. He ___ 75 takes small, slow steps. His ___ 80 mother smiles. Juan stops ___ 84 running. It is time for bed!

Oral Reading Fluency Rubric

<table>
<thead>
<tr>
<th>Score</th>
<th>Rubric Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 and 2</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>
| 3 | Fluent reading is being refined at the level of the passage.
| 4 | Fluent reading has been achieved for the level at which the passage is written.

Rubric Score Key
Juan likes to run. Juan runs by himself. He runs with his dog. He runs with his dad. He runs with his friends.

When does Juan run? Juan runs in the morning. He runs in the afternoon. He runs in the evening.

“I like to see you run, Juan,” Mom says.
“I like to run,” Juan says, running around Mom.

“Do you know what time it is?” Mom asks.

Juan looks at the clock. He takes small, slow steps. His mother smiles. Juan stops running. It is time for bed!

Self-Check
1. What does Juan like to do?
2. Why did Juan stop running?
3. What will Juan do when he gets up? How do you know?
The Walking Bus

Ten children at Park Lane School go home in the walking bus. Mrs. Green walks in front of the bus. Mr. Scott walks in back of the bus. The children walk in the middle.

“Here we go!” says Mrs. Green. “Look out for cars.”

The bus walks slowly. It stops at Ben’s house. It stops at Maria’s house. It stops and stops until all ten children are home!
The Walking Bus

Ten children at Park Lane School go home in the walking bus. Mrs. Green walks in front of the bus. Mr. Scott walks in back of the bus. The children walk in the middle.

“Here we go!” says Mrs. Green. “Look out for cars.”

The bus walks slowly. It stops at Ben’s house. It stops at Maria’s house. It stops and stops until all ten children are home!
1. What does a walking bus do?
2. Who walked in front of the walking bus?
3. How many children took the walking bus home?
4. Where did the walking bus stop?

A walking bus takes children home.
Mrs. Green walked in front of the walking bus.
Ten children took the walking bus home.
The walking bus stopped at all the children’s houses.

Self-Check

©2011 Benchmark Education Company, LLC
Informal Assessments for Fluency Development
The Biggest Sunflower

Children at Sunset School were growing sunflowers in the garden. They watered their sunflowers to help them grow. They talked to their sunflowers to help them grow.

But Maria put her sunflower in a pot. All day long she moved the pot to follow the sunshine. Her sunflower grew very big. It became the biggest sunflower.

“My sunflower likes sunshine,” said Maria. “So where the Sun goes, my sunflower goes, too!”

Oral Reading Fluency Rubric

<table>
<thead>
<tr>
<th></th>
<th>Rubric Score</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phrasing and Fluency</td>
<td>1  2  3  4</td>
<td></td>
</tr>
<tr>
<td>Intonation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehension</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rubric Score Key
1 and 2: Student has not achieved an appropriate level of fluency for the level of the passage.
3: Fluent reading is being refined at the level of the passage.
4: Fluent reading has been achieved for the level at which the passage is written.
The Biggest Sunflower

Children at Sunset School were growing sunflowers in the garden. They watered their sunflowers to help them grow. They talked to their sunflowers to help them grow.

But Maria put her sunflower in a pot. All day long she moved the pot to follow the sunshine. Her sunflower grew very big. It became the biggest sunflower.

“My sunflower likes sunshine,” said Maria. “So where the Sun goes, my sunflower goes, too!”
1. What did the children grow in the school garden?

2. What did the children do to help their sunflowers grow?

3. Where did Maria put her sunflower?

4. How did Maria grow the biggest sunflower?

1. The children grew sunflowers.
2. They watered their sunflowers and talked to them.
3. Maria put her sunflower in a pot.
4. She moved the pot to follow the sunshine.
The Scruffy Dog

It was bath day for Mr. Green’s dog. “Come here, Scruffy,” said Mr. Green. “It’s time for your bath.”

Scruffy didn’t like to be washed with dog soap. He didn’t like to be brushed with a dog comb. He liked to be scruffy and dirty.

“Here I come, Scruffy,” said Mr. Green. “You can’t run away from me this time.”

Scruffy ran into the yard and hid from Mr. Green. But Mr. Green found him, and now Scruffy is fluffy!

---

**Oral Reading Fluency Rubric**

<table>
<thead>
<tr>
<th>Rubric Score</th>
<th>Comments:</th>
</tr>
</thead>
</table>
| Phrasing and Fluency | 1 2 3 4 | **Rubric Score Key**
| Intonation | | 1 and 2: Student has not achieved an appropriate level of fluency for the level of the passage.
| Comprehension | | 3: Fluent reading is being refined at the level of the passage.
|               | | 4: Fluent reading has been achieved for the level at which the passage is written. |
The Scruffy Dog

It was bath day for Mr. Green’s dog. “Come here, Scruffy,” said Mr. Green. “It’s time for your bath.”

Scruffy didn’t like to be washed with dog soap. He didn’t like to be brushed with a dog comb. He liked to be scruffy and dirty.

“Here I come, Scruffy,” said Mr. Green. “You can’t run away from me this time.”

Scruffy ran into the yard and hid from Mr. Green. But Mr. Green found him, and now Scruffy is fluffy!
1. What day was it for Mr. Green’s dog?
2. Why did Scruffy run away?
3. Where did Scruffy hide?
4. What did Mr. Green do when he found Scruffy?

1. It was bath day.
2. Scruffy didn’t like baths.
3. He hid in the yard.
4. He gave Scruffy a bath.
The Sleepy Dog

Sara had a cat, but she always wanted to have a dog. “Jump, Snowy, jump,” Sara said to her cat. The cat just went to sleep. “Sit, Snowy, sit,” Sara said to her cat. The cat just went to sleep.

Then Sara went with her mom to look after her grandpa’s dog. “Run after the ball, Jack,” Sara said to the dog. He shut his eyes and went to sleep.

“Jack would make a very good cat!” said Sara as she laughed.
The Sleepy Dog

Sara had a cat, but she always wanted to have a dog. “Jump, Snowy, jump,” Sara said to her cat. The cat just went to sleep. “Sit, Snowy, sit,” Sara said to her cat. The cat just went to sleep.

Then Sara went with her mom to look after her grandpa’s dog. “Run after the ball, Jack,” Sara said to the dog.

He shut his eyes and went to sleep.

“Jack would make a very good cat!” said Sara as she laughed.
1. What kind of pet did Sara want?
2. Where did Sara go with her mom?
3. What did Sara’s cat always do?
4. How was Grandpa’s dog like Sara’s cat?

1. Sara wanted a dog.
2. Sara and her mom went to take care of Grandpa’s dog.
3. Sara’s cat always went to sleep.
4. Both the dog and the cat liked to go to sleep.
The Happy Robot

Robot sat down at the kitchen table.

“Would you like something to eat?” asked Robot’s owner.

“No, I’m not hungry,” said Robot. But then it ate 10 banana-nut muffins. “I want to look at some of your wires,” said Robot’s owner. She gently opened the door to Robot’s tummy and looked inside.

“Your wires are messed up, so you eat when you’re not hungry.” When Robot was fixed, it smiled and said, “Thank you for fixing me. Now I will not feel so stuffed.”
The Happy Robot

Robot sat down at the kitchen table.

“Would you like something to eat?” asked Robot’s owner.

“No, I’m not hungry,” said Robot. But then it ate 10 banana-nut muffins. “I want to look at some of your wires,” said Robot’s owner. She gently opened the door to Robot’s tummy and looked inside.

“Your wires are messed up, so you eat when you’re not hungry.”

When Robot was fixed, it smiled and said, “Thank you for fixing me. Now I will not feel so stuffed.”
1. What did Robot eat?
2. If Robot was not hungry, why did it eat?
3. Who fixed Robot?
4. Why was Robot happy to be fixed?

1. Robot ate 10 banana-nut muffins.
2. It ate because its wires were messed up.
3. Robot's owner fixed it.
4. He wouldn't feel stuffed anymore.
The Weather Watcher

The weather watcher watched the weather every day. He told people watching TV when it was going to be sunny, windy, rainy, or snowy.

One day the weather watcher got tired of watching the weather. He decided he wanted to watch other things. So he went on vacation.

He watched strong winds blow sailboats over in the sea. He watched heavy rain flood streets and sidewalks. Wherever he went, the weather caused problems. So he returned to watch the weather in order to warn people when bad weather was coming.

Oral Reading Fluency Rubric

<table>
<thead>
<tr>
<th></th>
<th>Rubric Score</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phrasing and Fluency</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>Intonation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehension</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rubric Score Key
1 and 2: Student has not achieved an appropriate level of fluency for the level of the passage.
3: Fluent reading is being refined at the level of the passage.
4: Fluent reading has been achieved for the level at which the passage is written.
The Weather Watcher

The weather watcher watched the weather every day. He told people watching TV when it was going to be sunny, windy, rainy, or snowy.

One day the weather watcher got tired of watching the weather. He decided he wanted to watch other things. So he went on vacation.

He watched strong winds blow sailboats over in the sea. He watched heavy rain flood streets and sidewalks. Wherever he went, the weather caused problems. So he returned to watch the weather in order to warn people when bad weather was coming.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What did the weather watcher do?</td>
<td>He watched and reported the weather.</td>
</tr>
<tr>
<td>Why did the weather watcher stop watching the weather?</td>
<td>He got tired of doing it.</td>
</tr>
<tr>
<td>What did the weather watcher see when he went on vacation?</td>
<td>He saw strong winds blowing over sailboats and rain flooding streets.</td>
</tr>
<tr>
<td>Why did the weather watcher go back to watching the weather?</td>
<td>He wanted to warn people when bad weather was coming.</td>
</tr>
</tbody>
</table>
The Red Pig

The baby pink pig looked at the other pigs.

“You all need a bath,” she said. “I’m not smelly, and I don’t have mud all over me. I’m lovely, clean, and pink.”

The other pigs looked at the baby pig. Then they looked up at the hot sun and smiled. Soon the baby pig got hotter and hotter. She also got pinker and pinker. The pigs said, “You’re lovely and clean, but you’re not pink. Your skin is red.”

So the baby red pig jumped into the brown mud and was never, ever pink or red again!
The baby pink pig looked at the other pigs.

“You all need a bath,” she said. “I’m not smelly, and I don’t have mud all over me. I’m lovely, clean, and pink.”

The other pigs looked at the baby pig. Then they looked up at the hot sun and smiled. Soon the baby pig got hotter and hotter. She also got pinker and pinker. The pigs said, “You’re lovely and clean, but you’re not pink. Your skin is red.”

So the baby red pig jumped into the brown mud and was never, ever pink or red again!
1. Who is the main character in the story?
2. What is the setting of the story?
3. What did the baby pig notice about the other pigs?
4. What did the baby pig do when her skin got red?

1. The baby pig is the main character.
2. The setting is the barnyard.
3. The other pigs were all muddy and smelly.
4. She jumped into the mud.
Molly’s Smile

Molly is 3 years old, and she doesn’t talk very much. When she was 2, her family waited and waited for her to talk. But Molly just smiled and didn’t say much.

Molly’s family took her to a children’s doctor. The doctor thought Molly just learned things more slowly than other children. Molly didn’t talk to the doctor, but she gave him a big smile.

Her family took her to a speech teacher, who helped Molly learn how to say words. Slowly, Molly started to catch up with other children.

Molly still likes smiling. Her smile speaks 1,000 words!

Oral Reading Fluency Rubric

<table>
<thead>
<tr>
<th>Rubric Score</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phrasing and Fluency</strong></td>
<td>1 2 3 4</td>
</tr>
<tr>
<td><strong>Intonation</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Rubric Score Key**

1 and 2: Student has not achieved an appropriate level of fluency for the level of the passage.

3: Fluent reading is being refined at the level of the passage.

4: Fluent reading has been achieved for the level at which the passage is written.
Molly is 3 years old, and she doesn’t talk very much. When she was 2, her family waited and waited for her to talk. But Molly just smiled and didn’t say much.

Molly’s family took her to a children’s doctor. The doctor thought Molly just learned things more slowly than other children. Molly didn’t talk to the doctor, but she gave him a big smile.

Her family took her to a speech teacher, who helped Molly learn how to say words. Slowly, Molly started to catch up with other children.

Molly still likes smiling. Her smile speaks 1,000 words!
1. Who is the main character in the story?

2. What was the problem?

3. How was the problem solved?

4. What speaks 1,000 words?

1. The main character is Molly.
2. Molly was 3 years old and did not talk very much.
3. Molly’s parents took her to a speech teacher very much.
4. Molly’s smile speaks 1,000 words.
The Rainbow Mailbox

Lana and her mom wanted to make a colorful mailbox.

“What kind of mailbox do you want to build?” asked Lana’s mom. “How about a dinosaur mailbox?”

“That’s not very colorful,” replied Lana. “Why don’t we build a rainbow mailbox of red, orange, yellow, green, blue, indigo, and violet?”

“Then I think we’d better go to the paint store,” said Lana’s mom, laughing.

“Oops, we need eight colors. I forgot about gold paint for the pot of gold that’s at the end of the rainbow!” said Lana.

When the mail carrier saw the rainbow mailbox, she said to Lana, “Your mailbox makes me cheerful on rainy days!”

Oral Reading Fluency Rubric

<table>
<thead>
<tr>
<th>Rubric Score</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phrasing and Fluency</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Intonation</td>
<td></td>
</tr>
<tr>
<td>Comprehension</td>
<td></td>
</tr>
</tbody>
</table>

Rubric Score Key

1 and 2: Student has not achieved an appropriate level of fluency for the level of the passage.

3: Fluent reading is being refined at the level of the passage.

4: Fluent reading has been achieved for the level at which the passage is written.
Lana and her mom wanted to make a colorful mailbox.

“What kind of mailbox do you want to build?” asked Lana’s mom. “How about a dinosaur mailbox?”

“That’s not very colorful,” replied Lana. “Why don’t we build a rainbow mailbox of red, orange, yellow, green, blue, indigo, and violet?”

“Then I think we’d better go to the paint store,” said Lana’s mom, laughing.

“Oops, we need eight colors. I forgot about gold paint for the pot of gold that’s at the end of the rainbow!” said Lana.

When the mail carrier saw the rainbow mailbox, she said to Lana, “Your mailbox makes me cheerful on rainy days!”
1. Why didn’t Lana want to build a dinosaur mailbox?

2. What did Lana and her mom almost forget at the paint store?

3. Why did they need the gold paint?

4. Why did the mail carrier like the rainbow mailbox?

1. She thought it was not colorful enough.
2. They almost forgot the gold paint.
3. They needed the gold paint to paint a pot of gold at the end of the rainbow.
4. It made her feel cheerful on rainy days.
Scarecrow Joe

The old crows weren’t afraid of Scarecrow Joe. Farmer Robin knew that she had to do something, so she dressed Joe in black clothes.

“That will make you look scary,” she said to Scarecrow Joe.

But the crows thought that Joe looked like a big, black, friendly bird. They just kept eating Farmer Robin’s corn.

One day an eagle flew over the field and saw the crows eating Farmer Robin’s corn. The eagle decided to help poor, frightened Scarecrow Joe by swooping down and scaring the crows.

The eagle said, “I’m an eagle who scares crows,” and sat on Joe’s shoulder. From that day on, the eagle and the scarecrow kept Farmer Robin’s corn safe.
The old crows weren’t afraid of Scarecrow Joe. Farmer Robin knew that she had to do something, so she dressed Joe in black clothes.

“That will make you look scary,” she said to Scarecrow Joe.

But the crows thought that Joe looked like a big, black, friendly bird. They just kept eating Farmer Robin’s corn.

One day an eagle flew over the field and saw the crows eating Farmer Robin’s corn. The eagle decided to help poor, frightened Scarecrow Joe by swooping down and scaring the crows.

The eagle said, “I’m an eagle who scares crows,” and sat on Joe’s shoulder. From that day on, the eagle and the scarecrow kept Farmer Robin’s corn safe.
1. What is the setting of the story?
2. What did Farmer Robin do to make Scarecrow Joe look scary?
3. Why weren’t the crows scared by Scarecrow Joe?
4. How did the problem get solved?

1. The setting of the story is Farmer Robin’s field.
2. Farmer Robin dressed him in black clothes.
3. The crows thought Scarecrow Joe looked like a big, friendly bird.
4. An eagle swooped down and scared away the crows.
The Cat Show

“I am going to enter Ebony in the big cat show, but first I have to give her a bath,” said Jessie.

Ebony sensed that she was about to get a bath and scrambled up a tall cottonwood tree. Jessie pleaded and pleaded for her to come down. But Ebony just sat high up in the tree, ignoring Jessie’s pleas. All the neighbors came out and tried to help Jessie get Ebony down.

Jessie didn’t know what to do, so she called the fire department. Soon fire fighters were on the scene with their tall ladders. After much work, they got Ebony out of the tree and into Jessie’s arms.

“Well, I guess I won’t be entering you in the cat show,” said Jessie. “But you sure put on a spectacular show for the neighbors.”

<table>
<thead>
<tr>
<th>Rubric Score</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phrasing and Fluency</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Intonation</td>
<td></td>
</tr>
<tr>
<td>Comprehension</td>
<td></td>
</tr>
</tbody>
</table>

Rubric Score Key
1 and 2: Student has not achieved an appropriate level of fluency for the level of the passage.
3: Fluent reading is being refined at the level of the passage.
4: Fluent reading has been achieved for the level at which the passage is written.
The Cat Show

“I am going to enter Ebony in the big cat show, but first I have to give her a bath,” said Jessie.

Ebony sensed that she was about to get a bath and scrambled up a tall cottonwood tree. Jessie pleaded and pleaded for her to come down. But Ebony just sat high up in the tree, ignoring Jessie’s pleas. All the neighbors came out and tried to help Jessie get Ebony down.

Jessie didn’t know what to do, so she called the fire department. Soon fire fighters were on the scene with their tall ladders. After much work, they got Ebony out of the tree and into Jessie’s arms.

“Well, I guess I won’t be entering you in the cat show,” said Jessie. “But you sure put on a spectacular show for the neighbors.”
1. Who are the main characters in the story?
2. Why did the cat run up the tree?
3. How did Jessie get the cat down from the tree?
4. What was the spectacular cat show in the story?

- Jessie and Ebony are the main characters.
- The cat ran up the tree so she could avoid getting a bath.
- She called the fire department.
- Getting Ebony out of the tree was the story’s spectacular show.
The Rescue

“Wells have to wait for the river to go down before we cross,” warned Mom.

“Look, the river’s rising, and the water is getting near the cabin,” Jordan alerted the family.

As the water continued to rise, Dad and Mom became even more worried. They told Jordan and me to pack up and prepare to abandon the cabin. Dad then called the forest headquarters on his cell phone.

“The ranger told me that we should get to higher ground because the river will crest in about two hours,” said Dad.

But it was too late. The river had flowed over its banks and there was no escape route. We climbed onto the cabin roof and hoped the cabin would not float away.

We survived the night on the roof. The next morning we were relieved to hear the sound of a rescue helicopter hovering overhead.

Oral Reading Fluency Rubric

<table>
<thead>
<tr>
<th>Rubric Score Key</th>
<th>Rubric Score</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phrasing and Fluency</td>
<td>1 2 3 4</td>
<td>Student has not achieved an appropriate level of fluency for the level of the passage.</td>
</tr>
<tr>
<td>Intonation</td>
<td></td>
<td>Fluent reading is being refined at the level of the passage.</td>
</tr>
<tr>
<td>Comprehension</td>
<td></td>
<td>Fluent reading has been achieved for the level at which the passage is written.</td>
</tr>
</tbody>
</table>

One-Minute Oral Reading Fluency Assessment Record Form • Level Q

Name: ________________________________ Date: ____________

Correct Words per Minute: ________________ National Norm of Words per Minute: ________________
The Rescue

“We’ll have to wait for the river to go down before we cross,” warned Mom.

“Look, the river’s rising, and the water is getting near the cabin,” Jordan alerted the family.

As the water continued to rise, Dad and Mom became even more worried. They told Jordan and me to pack up and prepare to abandon the cabin. Dad then called the forest headquarters on his cell phone.

“The ranger told me that we should get to higher ground because the river will crest in about two hours,” said Dad.

But it was too late. The river had flowed over its banks and there was no escape route. We climbed onto the cabin roof and hoped the cabin would not float away.

We survived the night on the roof. The next morning we were relieved to hear the sound of a rescue helicopter hovering overhead.
1. What is the setting of the story?

2. Why did the family climb onto the roof?

3. What caused them to be relieved the next morning?

4. How did Dad know the river would crest?

1. The setting of the story is the family cabin by a river.
2. The escape route was flooded and they had nowhere else to go to escape the floodwaters.
3. A rescue helicopter hovering overhead made the family feel relief.
4. The ranger told Dad the river would crest.
The Talking Dogfish

Benson was a nosy guy and was always looking for interesting stories to write in the school newspaper.

“What are you doing, Martha?” asked Benson, looking over his neighbor’s fence.

Martha was just sitting by the garden pond.

“Go away, Benson. It’s top secret, and I don’t want you or anyone else to know about it,” said Martha.

“Oh, have you found something interesting for me to report in the school newspaper?” inquired Benson.

Martha thought for a minute, then smiled and said, “Don’t tell, but there’s a talking dogfish from Planet Dingo in the pond. It was delivered in this spaceship.”

Just then Martha pulled out a shiny silver machine used to clean the garden pond.

The following day, Benson’s newspaper report made the front page: “Talking Dogfish From Planet Dingo Lands in Garden Pond!”

Benson had forgotten that it was April Fools’ Day, so he didn’t know the joke was on him!

The Talking Dogfish

Phrasing and Fluency

<table>
<thead>
<tr>
<th>Rubric Score</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Intonation

Comprehension

Rubric Score Key

1 and 2: Student has not achieved an appropriate level of fluency for the level of the passage.

3: Fluent reading is being refined at the level of the passage.

4: Fluent reading has been achieved for the level at which the passage is written.
Benson was a nosy guy and was always looking for interesting stories to write in the school newspaper.

“What are you doing, Martha?” asked Benson, looking over his neighbor’s fence.

Martha was just sitting by the garden pond.

“Go away, Benson. It’s top secret, and I don’t want you or anyone else to know about it,” said Martha.

“Oh, have you found something interesting for me to report in the school newspaper?” inquired Benson.

Martha thought for a minute, then smiled and said, “Don’t tell, but there’s a talking dogfish from Planet Dingo in the pond. It was delivered in this spaceship.”

Just then Martha pulled out a shiny silver machine used to clean the garden pond.

The following day, Benson’s newspaper report made the front page: “Talking Dogfish From Planet Dingo Lands in Garden Pond!”

Benson had forgotten that it was April Fools’ Day, so he didn’t know the joke was on him!
1. Who is the main character in the story?

2. Why was Benson so nosy?

3. What did Martha tell Benson was in her pond?

4. Why was Martha playing a joke on Benson?

1. The main character is Benson.
2. He was a reporter for the school paper and always looking for an interesting story.
3. Martha told Benson there was a talking dogfish in her pond.
4. It was April Fools’ Day.
The Garage Sale

“OK, everybody, we have too much stuff we never use. I’m declaring this week family clean-up week,” said Ryan’s dad. “I want everyone to scour the house and collect anything you haven’t used in the past year. On Saturday we’re going to have a gigantic garage sale, and the proceeds will be split evenly among the family.”

Ryan sorted through the stuff in his room and found many things that he didn’t play with or wear anymore. His sister found even more stuff than Ryan did to contribute to the garage sale.

Saturday soon came, and early in the morning, people began arriving like a swarm of locusts descending on a cornfield.

“It looks as if our old junk is everyone else’s treasure,” said Ryan as people purchased their stuff.

“Yes, selling your throwaways has been my pleasure!” said Dad as he gave Ryan his share of the proceeds.

“And buying new treasure with the proceeds will be my pleasure!” said Ryan, smiling.

Oral Reading Fluency Rubric

<table>
<thead>
<tr>
<th>Rubric Score</th>
<th>Phrasing and Fluency</th>
<th>Intonation</th>
<th>Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rubric Score Key
1 and 2: Student has not achieved an appropriate level of fluency for the level of the passage.
3: Fluent reading is being refined at the level of the passage.
4: Fluent reading has been achieved for the level at which the passage is written.
“OK, everybody, we have too much stuff we never use. I’m declaring this week family clean-up week,” said Ryan’s dad. “I want everyone to scour the house and collect anything you haven’t used in the past year. On Saturday we’re going to have a gigantic garage sale, and the proceeds will be split evenly among the family.”

Ryan sorted through the stuff in his room and found many things that he didn’t play with or wear anymore. His sister found even more stuff than Ryan did to contribute to the garage sale.

Saturday soon came, and early in the morning, people began arriving like a swarm of locusts descending on a cornfield.

“It looks as if our old junk is everyone else’s treasure,” said Ryan as people purchased their stuff.

“Yes, selling your throwaways has been my pleasure!” said Dad as he gave Ryan his share of the proceeds.

“And buying new treasure with the proceeds will be my pleasure!” said Ryan, smiling.
1. What is the problem presented in the story?
2. How was the problem resolved?
3. How did the family split the proceeds from the garage sale?
4. What did Ryan do with his share of the proceeds?

1. The problem is that the family had too much unused stuff.
2. The family had a garage sale.
3. Proceeds were split evenly among family members.
4. He spent it on more stuff.
The Pesky Flies

It was a particularly bad year for flies, and they were always in Justin's face.

“Let’s buy some fly spray to get rid of these pesky flies,” suggested Justin.

But his parents reminded him that while fly spray might kill the flies, it was also harmful to the environment. So Justin began to think about alternatives.

“I saw a man on TV wearing a hat with corks dangling on strings that kept flies away,” said Justin.

“We’d look silly wearing hats like that to work, school, and the mall,” protested Justin’s mom.

“Hey, frogs eat pesky flies, and we could raise frogs in our house,” suggested Justin.

“I don’t think it would be fair to force frogs to live in tanks in our house,” objected Justin’s dad.

Justin thought harder and suddenly blurted out, “Oh, I know something that’ll get rid of the flies. It’s green like a frog and it ‘eats’ flies, too.”

“A green spider or a green vacuum cleaner?” responded his mom.

“No, green Venus flytraps love eating pesky flies!” said Justin.

Oral Reading Fluency Rubric

<table>
<thead>
<tr>
<th>Rubric Score</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phrasing and Fluency</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Intonation</td>
<td></td>
</tr>
<tr>
<td>Comprehension</td>
<td></td>
</tr>
</tbody>
</table>

Rubric Score Key

1 and 2: Student has not achieved an appropriate level of fluency for the level of the passage.

3: Fluent reading is being refined at the level of the passage.

4: Fluent reading has been achieved for the level at which the passage is written.
It was a particularly bad year for flies, and they were always in Justin's face.

“Let’s buy some fly spray to get rid of these pesky flies,” suggested Justin.

But his parents reminded him that while fly spray might kill the flies, it was also harmful to the environment. So Justin began to think about alternatives.

“I saw a man on TV wearing a hat with corks dangling on strings that kept flies away,” said Justin.

“We’d look silly wearing hats like that to work, school, and the mall,” protested Justin’s mom.

“Hey, frogs eat pesky flies, and we could raise frogs in our house,” suggested Justin.

“I don’t think it would be fair to force frogs to live in tanks in our house,” objected Justin’s dad.

Justin thought harder and suddenly blurted out, “Oh, I know something that’ll get rid of the flies. It’s green like a frog and it ‘eats’ flies, too.”

“A green spider or a green vacuum cleaner?” responded his mom.

“No, green Venus flytraps love eating pesky flies!” said Justin.
1. What is the setting of the story?
2. What is the problem?
3. What was wrong with using fly spray to get rid of the flies?
4. How did Justin resolve the problem?

1. The setting of the story is Justin’s house.
2. The problem is that there were too many pesky flies.
3. It was harmful to the environment.
4. He suggested getting Venus flytraps, which would eat the flies.
Land Sailing

Most weekends, Lara and her family go land sailing on the dry lakebed in a nearby desert.

"Remember your helmet and gloves, Lara. You got enormous blisters and rope burns on your hands when you last went land sailing without gloves," said her dad.

Mom limped toward the car holding a black-and-white checked flag. She severely injured her leg in a racing accident four years before, so instead of racing, she now waves the flag as the winners cross the finish line.

"I'm going to see if I can improve on my speed record from last weekend by at least a few miles per hour," said Lara's brother, Reggie.

"I'm going to practice my favorite trick—lifting one side of my dirtboat off the ground while zooming along on just two wheels," said Lara.

"You kids are speedsters and tricksters, just like your mom," said Dad.

"You were the national dirtboat champion for two years in a row, Dad, so I think we take after you!" said Reggie.

"Yes, but your mother taught me everything I know about dirtboats!" said Dad, laughing.
Most weekends, Lara and her family go land sailing on the dry lakebed in a nearby desert.

“Remember your helmet and gloves, Lara. You got enormous blisters and rope burns on your hands when you last went land sailing without gloves,” said her dad.

Mom limped toward the car holding a black-and-white checked flag. She severely injured her leg in a racing accident four years before, so instead of racing, she now waves the flag as the winners cross the finish line.

“I’m going to see if I can improve on my speed record from last weekend by at least a few miles per hour,” said Lara’s brother, Reggie.

“I’m going to practice my favorite trick—lifting one side of my dirtboat off the ground while zooming along on just two wheels,” said Lara.

“You kids are speedsters and tricksters, just like your mom,” said Dad.

“You were the national dirtboat champion for two years in a row, Dad, so I think we take after you!” said Reggie.

“Yes, but your mother taught me everything I know about dirtboats!” said Dad, laughing.
1. What activity does the family in the story enjoy?

2. Where does the activity take place?

3. How has Lara’s mom’s involvement in the activity changed since her accident?

4. Why does Lara’s dad call her and her brother tricksters and speedsters?

4. Lara and her brother like to go fast and do tricks.

3. She now waves a black-and-white checked flag at the finish.

2. The activity takes place at a dried-up lakebed.

1. The family enjoys land sailing, or dirtboating.
Nebulas, Where Stars Are Born

No matter what class a star is, all stars are born in the same way. They all begin in a nebula (NEH-byuh-luh). This is a thick cloud of gas and dust in space. Nebulas contain mainly hydrogen gas and a small amount of helium gas.

There are different types of nebulas. Emission nebulas give off light. A reflection nebula reflects the light of stars around it. Planetary nebulas are formed when a sun-sized star dies and sheds its outer layers. A dark nebula is comprised of so much dust and gas that it blocks out all light around it.

Dark nebula clouds are often very large, spanning across many millions of miles. And yet, astronomers believe that stars are born inside these nebulas.

Inside the dark nebula, gas and dust stick together and form clumps. A large clump has more gravity. This gravity can pull other particles of gas and dust to the clump. With more particles, the clump increases in mass. Mass is the amount of matter that something contains.

The gravity continues to pull the particles very close together. Sometimes a nearby star explodes and sends out shock waves. The shock waves can push the gas and dust particles even closer together.

The thickly-packed gas and dust create a very hot, dense space in the center of the clump. Eventually this core will vaporize the dust. Then, the nebula collapses. The collapse of a nebula is the beginning of a star’s birth.
No matter what class a star is, all stars are born in the same way. They all begin in a nebula (NEH-byuh-luh). This is a thick cloud of gas and dust in space. Nebulas contain mainly hydrogen gas and a small amount of helium gas. There are different types of nebulas. Emission nebulas give off light. A reflection nebula reflects the light of stars around it. Planetary nebulas are formed when a sun-sized star dies and sheds its outer layers. A dark nebula is comprised of so much dust and gas that it blocks out all light around it. Dark nebula clouds are often very large, spanning across many millions of miles. And yet, astronomers believe that stars are born inside these nebulas.

Inside the dark nebula, gas and dust stick together and form clumps. A large clump has more gravity. This gravity can pull other particles of gas and dust to the clump. With more particles, the clump increases in mass. Mass is the amount of matter that something contains.

The gravity continues to pull the particles very close together. Sometimes a nearby star explodes and sends out shock waves. The shock waves can push the gas and dust particles even closer together.

The thickly-packed gas and dust create a very hot, dense space in the center of the clump. Eventually this core will vaporize the dust. Then, the nebula collapses. The collapse of a nebula is the beginning of a star’s birth.
1. What is a nebula? 
A nebula is a thick cloud of gas and dust in space.

2. What are the different types of nebulas? 
The different types of nebulas are: emissions nebulas, planetary nebulas, and dark nebulas.

3. Does a small clump pull more or fewer particles than a large clump? How do you know? 
A small clump pulls fewer particles because it has less gravity.

4. What are the important ideas in this passage? 
- All stars begin in nebulas. 
- The core of a nebula gets very dense and very hot. 
- Gas and particles clump together inside nebulas. 
- All stars begin in nebulas. 
- A nebula is a thick cloud of gas and dust in space. 
- Planetary nebulas and dark nebulas.
The Chernobyl Disaster

At 11 p.m. on April 25, 1986, nuclear power plant workers in Ukraine (yoo-KRANE) began running a test on a reactor (ree-AK-ter). That’s the equipment that splits atoms without causing an explosion. The test did not go as planned.

About 1:23 a.m. on April 26, two explosions rocked the Chernobyl-4 (cher-NOH-bul) reactor. Workers did not realize how horrible the situation was. People in nearby villages had no idea that their lives had just been changed forever.

During the testing at Chernobyl, the splitting atoms overheated. The whole process went too fast. Water in the reactor turned into too much steam. Steam pressure blew the lid off the reactor. The shield that kept the radioactive (ray-dee-oh-AK-tiv) materials in the reactor flew off. Burning radioactive material burst out and formed a cloud. Larger chunks of material started several fires.

No one realized how much radioactive material they were breathing in, or how much was getting on their skin. Brave people fought the fires. They saved the rest of the plant from catching fire.

Many of the firefighters and workers died or later had serious illnesses.

After the explosion, about 135,000 people had to leave their homes permanently. The land and water were terribly toxic. Villages as far as 20 miles (32 kilometers) away were no longer livable.
The Chernobyl Disaster

At 11 p.m. on April 25, 1986, nuclear power plant workers in Ukraine began running a test on a reactor. That’s the equipment that splits atoms without causing an explosion. The test did not go as planned.

About 1:23 a.m. on April 26, two explosions rocked the Chernobyl-4 reactor. Workers did not realize how horrible the situation was. People in nearby villages had no idea that their lives had just been changed forever.

During the testing at Chernobyl, the splitting atoms overheated. The whole process went too fast. Water in the reactor turned into too much steam. Steam pressure blew the lid off the reactor. The shield that kept the radioactive materials in the reactor flew off. Burning radioactive material burst out and formed a cloud. Larger chunks of material started several fires.

No one realized how much radioactive material they were breathing in, or how much was getting on their skin. Brave people fought the fires. They saved the rest of the plant from catching fire. Many of the firefighters and workers died or later had serious illnesses.

After the explosion, about 135,000 people had to leave their homes permanently. The land and water were terribly toxic. Villages as far as 20 miles away were no longer livable.
1. What is a reactor?

2. What started fires?

3. How did the events of April 26, 1986 affect the way people felt about living near nuclear power plants?

4. What happens to people when they come into contact with radioactive material?

- A reactor is the equipment that splits atoms without causing an explosion.
- Large chunks of burning radioactive material started fires.
- People didn’t want to live near nuclear power plants because they were afraid of disasters like the one that happened at Chernobyl.
- People can get sick when they come into contact with radioactive material.
A volcano is any opening on Earth where material from inside the planet—molten rock, debris, and steam—makes its way to the surface. What causes a volcanic eruption? Volcanoes erupt when pressures within Earth force magma to the surface. Magma collects deep underground in a magma chamber. Under pressure, the magma rises and bursts through the crust in weak spots called vents. When pressure on the magma subsides, the eruption stops. This is much like a tube of toothpaste that you squeeze. The harder you squeeze, the more toothpaste squirts out. When you stop squeezing, you stop the flow.

Three kinds of materials may erupt from a volcano: lava, tephra (rock fragments), and gases. Lava is magma that has reached the surface of a volcano. The terms pahoehoe (pah-HOH-ee-hoh-ee) and aa (AH-ah) are Hawaiian words that describe the lava flow. Aa is thick. Like honey or molasses, it flows slowly down the slopes. Pahoehoe is thin and flows more quickly. When pahoehoe first erupts, get out of the way. This lava can outrun you!

All volcanoes release gases during an eruption. The pressure of the gas in the magma causes the eruption. Some volcanoes erupt with just lava. If the magma contains a lot of gas, it will burst out violently with rock fragments called pyroclastic (PY-roh-KLAS-tik) materials. The pressure of the gas sends fragments of rock blasting out of the volcano. Some volcanoes alternate between eruptions of lava and eruptions of pyroclastic materials.

Sometimes a tall column of pyroclastic materials and gases collapses. It races down the slope of the volcano at dangerous speeds in what is called a pyroclastic flow. The speed of these flows can reach 120 miles per hour!

When a volcano erupts, it can spew out anything from fine particles of dust to huge blocks of rock as big as a house.

Volcanoes: Nature’s Awesome Power

Volcanoes: Nature’s Awesome Power

Oral Reading Fluency Rubric

<table>
<thead>
<tr>
<th>Rubric Score</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phrasing and Fluency</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Intonation</td>
<td></td>
</tr>
<tr>
<td>Comprehension</td>
<td></td>
</tr>
</tbody>
</table>

Rubric Score Key

1 and 2: Student has not achieved an appropriate level of fluency for the level of the passage.

3: Fluent reading is being refined at the level of the passage.

4: Fluent reading has been achieved for the level at which the passage is written.
A volcano is any opening on Earth where material from inside the planet—molten rock, debris, and steam—makes its way to the surface. What causes a volcanic eruption? Volcanoes erupt when pressures within Earth force magma to the surface. Magma collects deep underground in a magma chamber. Under pressure, the magma rises and bursts through the crust in weak spots called vents. When pressure on the magma subsides, the eruption stops. This is much like a tube of toothpaste that you squeeze. The harder you squeeze, the more toothpaste squirts out. When you stop squeezing, you stop the flow.

Three kinds of materials may erupt from a volcano: lava, tephra (rock fragments), and gases. Lava is magma that has reached the surface of a volcano. The terms pahoehoe (pah-HOH-ee-hoh-ee) and aa (AH-ah) are Hawaiian words that describe the lava flow. Aa is thick. Like honey or molasses, it flows slowly down the slopes. Pahoehoe is thin and flows more quickly. When pahoehoe first erupts, get out of the way. This lava can outrun you!

All volcanoes release gases during an eruption. The pressure of the gas in the magma causes the eruption. Some volcanoes erupt with more than just lava. If the magma contains a lot of gas, it will burst out violently with rock fragments called pyroclastic (PY-roh-KLAS-tik) materials. The pressure of the gas sends fragments of rock blasting out of the volcano. Some volcanoes alternate between eruptions of lava and eruptions of pyroclastic materials.

Sometimes a tall column of pyroclastic materials and gases collapses. It races down the slope of the volcano at dangerous speeds in what is called a pyroclastic flow. The speed of these flows can reach 120 miles per hour!

When a volcano erupts, it can spew out anything from fine particles of dust to huge blocks of rock as big as a house.
1. What is a volcano?
2. What types of materials erupt from a volcano?
3. What is this passage mainly about?
4. Describe the temperature inside a volcano.
“Assessing metacognition allows us to discover students’ perceptions of themselves as readers and writers, the reading and writing they do, and the strategies they employ to solve the problems they encounter in reading and writing.”

—Rhodes & Shanklin, 1993

**Fluency Self-Assessment Checklist**

The Fluency Self-Assessment Checklist can be used with students of all ages to promote reflection and goal setting for improving fluent reading. Younger students can use the form with happy/sad faces and older students the yes/no response version. These same prompts can be used as you conduct individual reading conferences with students as prompts for student reflection and evaluation of their reading performance. After completing the self-assessment, students can use the checklist to identify areas in need of reinforcement and set goals for improving the various aspects of fluency including speed/pacing, pausing, inflection/intonation, phrasing, expression, and integration of accuracy, rate, and prosody. Discuss with students the connection between how they read a particular text and the impact on comprehension.
Fluency Self-Assessment Master Checklist

**Speed/Pacing**
- Did my speed and pacing match the kind of text I was reading? [ ] [ ]
- Did my speed and pacing match what the author was saying? [ ] [ ]
- Did I read in a natural talking sound? [ ] [ ]
- Did I slow my reading down when appropriate? [ ] [ ]
- Did I pay attention to punctuation? [ ] [ ]

**Pausing**
- Did I pause to keep from running all my words together? [ ] [ ]
- Did I pause in the correct locations? [ ] [ ]
- Did I pause for the appropriate length of time? [ ] [ ]
- Did I pause to help my reading make sense? [ ] [ ]
- Did I use punctuation to help me figure out when to pause? [ ] [ ]

**Inflection/Intonation**
- Did I make my voice rise at a question mark? [ ] [ ]
- Did I make my voice fall at a period? [ ] [ ]
- Did I think about what the author was saying so I would know when to read louder or softer? [ ] [ ]
- Did I think about what the author was saying so I would know when to stress or emphasize words? [ ] [ ]

**Phrasing**
- Did I notice the phrases? [ ] [ ]
- Did I read all the words in each phrase together? [ ] [ ]
- Did I think about what the words in the phrase mean when they are together? [ ] [ ]

**Expression**
- Did I look for clues so I could anticipate the mood of the passage? [ ] [ ]
- Did I use my tone of voice, facial expressions, and body language to express what the author or characters were thinking or feeling? [ ] [ ]
- Did I change my reading when something new was about to happen? [ ] [ ]

**Integration**
- Did I read the words right? (accuracy) [ ] [ ]
- Did I read the words at the right speed? (rate) [ ] [ ]
- Did I read with expression? (prosody) [ ] [ ]
- Did my reading sound like talking? [ ] [ ]
- Did I understand what I read? [ ] [ ]
# Fluency Self-Assessment Master Checklist

<table>
<thead>
<tr>
<th>Speed/Pacing</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did my speed and pacing match the kind of text I was reading?</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Did my speed and pacing match what the author was saying?</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Did I read in a natural talking sound?</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Did I slow my reading down when appropriate?</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Did I pay attention to punctuation?</td>
<td>❑</td>
<td>❑</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pausing</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did I pause to keep from running all my words together?</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Did I pause in the correct locations?</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Did I pause for the appropriate length of time?</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Did I pause to help my reading make sense?</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Did I use punctuation to help me figure out when to pause?</td>
<td>❑</td>
<td>❑</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Inflection/Intonation</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did I make my voice rise at a question mark?</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Did I make my voice fall at a period?</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Did I think about what the author was saying so I would know when to read louder or softer?</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Did I think about what the author was saying so I would know when to stress or emphasize words?</td>
<td>❑</td>
<td>❑</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phrasing</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did I notice the phrases?</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Did I read all the words in each phrase together?</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Did I think about what the words in the phrase mean when they are together?</td>
<td>❑</td>
<td>❑</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expression</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did I look for clues so I could anticipate the mood of the passage?</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Did I use my tone of voice, facial expressions, and body language to express what the author or characters were thinking or feeling?</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Did I change my reading when something new was about to happen?</td>
<td>❑</td>
<td>❑</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Integration</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did I read the words right? (accuracy)</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Did I read the words at the right speed? (rate)</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Did I read with expression? (prosody)</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Did my reading sound like talking?</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Did I understand what I read?</td>
<td>❑</td>
<td>❑</td>
</tr>
</tbody>
</table>
Reader’s Theater and oral presentations provide opportunities for students to model fluent reading. Rubrics and checklists can be used before, during, and after performances to improve fluency and to help students prepare for final public performances.

**Reader’s Theater Assessment Rubric**

Use the Reader’s Theater Assessment Rubric during individual conferences or after a performance to assess students’ understanding of characterization. The rubric includes a rating scale for assessing the following:

- Phrasing and Fluency
- Expression, Intonation, and Volume
- Pace
- Accuracy
- Characterization
- Listening
- Behavior
## Reader’s Theater Assessment Rubric

<table>
<thead>
<tr>
<th>Rating Scale</th>
<th>Phrasing and Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reads word by word. Does not attend to the author’s syntax or sentence structures.</td>
</tr>
<tr>
<td>2</td>
<td>Reads slowly and in a choppy manner, usually in two-word phrases. Some attention is given to the author’s syntax and sentence structures.</td>
</tr>
<tr>
<td>3</td>
<td>Reads in phrases of three or four words. Appropriate syntax is used.</td>
</tr>
<tr>
<td>4</td>
<td>Reads in longer, more meaningful phrases. Regularly uses pitch, stress, and author’s syntax to reflect comprehension.</td>
</tr>
</tbody>
</table>

### Intonation

<table>
<thead>
<tr>
<th>Rating Scale</th>
<th>Intonation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reads with a monotone voice.</td>
</tr>
<tr>
<td>2</td>
<td>Reads with some intonation and some attention to punctuation. At times reads in a monotone voice.</td>
</tr>
<tr>
<td>3</td>
<td>Reads by adjusting intonation appropriately. Consistently attends to punctuation.</td>
</tr>
<tr>
<td>4</td>
<td>Reads with intonation that reflects feeling, anticipation, tension, character development, and mood.</td>
</tr>
</tbody>
</table>

### Listening

<table>
<thead>
<tr>
<th>Rating Scale</th>
<th>Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Does not listen attentively and cannot provide relevant suggestions to improve readings of others. Is disruptive.</td>
</tr>
<tr>
<td>2</td>
<td>Listens most of the time but has difficulty commenting on the readings of others.</td>
</tr>
<tr>
<td>3</td>
<td>Listens to the readings of others without interruption. Makes some suggestions for ways to improve readings. Needs help clarifying own ideas and ideas of others.</td>
</tr>
<tr>
<td>4</td>
<td>Listens to the readings of others without interruption. Comments positively on the readings and makes appropriate suggestions for improvement. Seeks clarification when something is not understood. Clarifies own comments when not understood by others, using such phrasing as “what I meant was…”</td>
</tr>
</tbody>
</table>

### Pace

<table>
<thead>
<tr>
<th>Rating Scale</th>
<th>Pace</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Slow and laborious reading.</td>
</tr>
<tr>
<td>2</td>
<td>Reading is either moderately slow or inappropriately fast.</td>
</tr>
<tr>
<td>3</td>
<td>Unbalanced combination of slow and fast reading.</td>
</tr>
<tr>
<td>4</td>
<td>Reading is consistently natural, conversational, and appropriate (resembling natural oral language).</td>
</tr>
</tbody>
</table>
**Reader’s Theater Assessment Rubric**

<table>
<thead>
<tr>
<th>Rating Scale</th>
<th>Accuracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Multiple attempts at decoding words without success. Word reading accuracy is inadequate/poor (below 85%).</td>
</tr>
<tr>
<td>2</td>
<td>Attempts to self-correct errors, usually unsuccessful. Word reading accuracy is marginal (between 86%–90%).</td>
</tr>
<tr>
<td>3</td>
<td>Attempts to self-correct errors are successful. Word reading accuracy is good (between 91%–95%).</td>
</tr>
<tr>
<td>4</td>
<td>Most words are read correctly on initial attempt. Minimal self-corrections, all successful. Word reading accuracy is excellent (96% and above).</td>
</tr>
</tbody>
</table>

**Characterization**

<table>
<thead>
<tr>
<th>Rating Scale</th>
<th>Characterization</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Has difficulty understanding the characters and cannot portray them accurately.</td>
</tr>
<tr>
<td>2</td>
<td>Can characterize accurately those characters presented in a straightforward way but has difficulty making inferences, even with teacher guidance.</td>
</tr>
<tr>
<td>3</td>
<td>Can characterize accurately those characters presented in a straightforward way. With teacher guidance, can understand more subtle characteristics and make inferences about characters in a given situation.</td>
</tr>
<tr>
<td>4</td>
<td>Makes accurate inferences and interpretations about characters, using appropriate voice, tone, expression, and body language.</td>
</tr>
</tbody>
</table>

**Behavior**

<table>
<thead>
<tr>
<th>Rating Scale</th>
<th>Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Cannot work independently when others are rehearsing or working with the teacher. When in a group situation, needs continual reminders of rehearsal and performance expectations. Has difficulty working with other students: doesn’t take turns, speaks at inappropriate times, doesn’t listen, is disruptive and distracting.</td>
</tr>
<tr>
<td>2</td>
<td>Tries to work independently, but is occasionally disruptive. Sometimes forgets rehearsal and performance expectations. Has some difficulty working with others.</td>
</tr>
<tr>
<td>3</td>
<td>Usually works quietly and responsibly when others are rehearsing. Understands expectations and follows through most of the time. Usually works well with others.</td>
</tr>
<tr>
<td>4</td>
<td>Works quietly and responsibly on independent activities when others are rehearsing or working with the teacher. Understands rehearsal and performance expectations and acts on them. Works well with others.</td>
</tr>
</tbody>
</table>
Reader’s Theater Self-Assessment  (Levels A–E)

Name: ____________________________ Date: __________

After a Reader’s Theater performance, ask students to use the Self-Assessment form (appropriate for their level) to monitor and evaluate their reading and performance of a script.

1. Did your reading sound like talking?
   ☺ ☺ ☺

2. Did you use your voice to show the character’s feelings?
   ☺ ☺ ☺

3. Did you say the lines like the characters would say them?
   ☺ ☺ ☺

4. Did you use the punctuation marks to help you know how to say the words?
   ☺ ☺ ☺

5. Did you read with a good speed?
   ☺ ☺ ☺

6. Did you fix your mistakes when you read?
   ☺ ☺ ☺

7. Did you act like your character?
   ☺ ☺ ☺

8. Did you listen carefully to the other readers?
   ☺ ☺ ☺
Reader’s Theater Self-Assessment  (Levels F–M)

Student: ___________________________________________ Script: ______________
Character I Portray: ___________________________________________ Date: ___________

Please read each item and think about how fluently you read the character’s lines. Place a mark next to either yes or no on the lines provided. Talk to your teacher about items you need more help with in rehearsal.

Did I make my reading sound like talking? ______ yes ______ no

Did I read in phrases? ______ yes ______ no

Did I use my voice to show the character’s feelings? ______ yes ______ no

Did I say the lines like the character would? ______ yes ______ no

Did my voice change to show that I read the punctuation marks? ______ yes ______ no

Did I read with a good speed? ______ yes ______ no

Did I fix my mistakes when I read? ______ yes ______ no

Did I act like the character? ______ yes ______ no
Reader’s Theater Self-Assessment (Levels N–X)

Name: ___________________________ Script: ______________

Character I Portray: ___________________________ Date: ______________

Please read each item and think about how fluently you read the character’s lines. As you read through each element of fluency, mark yes or no responses on the lines provided. At the bottom, tell how you plan to improve your reading in the areas where you answered no. Make comments or give examples of how well you read and list any areas where you could receive more help.

1. As I read, did I read for phrasing and fluency by:
   • reading in longer, meaningful phrases? ______
   • paying attention to the author’s language patterns (words, sentences)? ______
   • making the reading sound like dialogue or natural oral language? ______
   • stressing certain words to emphasize/reveal the importance of a word or phrase? ______

2. As I read, did I read using intonation by:
   • using my voice to make the reading reflect the feelings, anticipation, tension, mood and personality of the character? ______
   • paying attention to punctuation? ______
   • interpreting the punctuation and using my voice to appropriately raise or lower its sound because of the type of sentence/punctuation I read? ______

3. As I read, did I pay attention to pace by:
   • using an appropriate speed of reading? ______
   • reading the lines with the same speed and flow that I use when I talk? ______
   • reading with very few hesitations or unnecessary pauses and repetitions? ______

4. As I read, did I read accurately by:
   • quickly recognizing words and reading them correctly? ______
   • really thinking about the meaning of the story and known words (high-frequency words, sight words, etc.) and word parts as anchors to help me figure out unknown words? ______
   • self-correcting any miscues or errors on my first try/attempt? ______
   • making the words sound meaningful? ______

5. As I read, did I really try to understand the character and read and say the lines the same way the character probably would by:
   • making inferences about the character? ______
   • using my voice (tone) to sound like the character? ______
   • using my voice to express a particular feeling of the character? ______
   • using body language (gestures) to better express the feelings of the character? ______
   • using appropriate expressions (facial) in a way that would best represent the character? ______

Plan of Action: I will work on improving my reading fluency during the repeated readings of my character lines by:

________________________________________
________________________________________
________________________________________

When reading independently, I feel...

________________________________________

I would like my teacher or a peer to help me with...

1. _________________________________________
2. _________________________________________
3. _________________________________________
Fluency Self-Assessment

Name: ____________________________________________________________________ Date: ______________

Script: __________________________________________________________________ Role: ______________

Complete the rubric below. Tell how you plan to improve your reading fluency in the areas where you answered no.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Behavior</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fluency and Phrasing</td>
<td>I read in longer, meaningful phrases.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I paid attention to the author’s language patterns.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I made the reading sound like dialogue.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I stressed certain words to emphasize their importance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intonation</td>
<td>I used my voice to make the reading reflect feeling, anticipation, tension, mood, and the personality of my character.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I paid attention to punctuation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I raised or lowered my voice to interpret the punctuation of sentences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pacing</td>
<td>I used an appropriate speed of reading.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I read the lines with the same speed and flow that I use when I talk.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I read with very few hesitations or unnecessary pauses and repetitions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accuracy</td>
<td>I recognized words quickly and read them correctly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I really thought about the meaning of the story and known words and word parts to help me figure out unknown words.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I corrected myself when I made an error.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Character Analysis</td>
<td>I made the words sound meaningful.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I made inferences about my character.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I used my voice (tone) to sound like the character.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I used my voice to express a particular feeling of the character.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I used body language (gestures) to better express the feelings of the character.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I used appropriate facial expressions to represent my character.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Plan of Action: Describe how you will improve your reading fluency during the repeated readings of your character’s lines.

________________________________________________________________________

________________________________________________________________________
Use the Reader’s Theater Performance Assessment to record how well students performed during a Reader’s Theater presentation. Information learned can be used for goal setting by students for future performances and to inform your instruction and areas in need of support.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Bravo!</th>
<th>Take a Bow</th>
<th>Star Potential</th>
<th>Let’s Rehearse</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shows leadership while planning and rehearsing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Works as a team member by supporting other readers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaks confidently, audibly, clearly, and expressively</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keeps audience’s attention with tone, expression, and volume of voice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates an understanding of the character’s emotions, moods, actions, and point of view</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reads in a style that reinforces the drama or humor of the story situation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adjusts pitch, stress, intonation, phrasing, and pacing to achieve desired meaning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses facial expressions, body language, gestures, and movement effectively</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Picks up cues without hesitation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listens to and reacts appropriately to other characters’ lines and actions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stays in character even when not reading lines</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doesn’t fidget, look around, or giggle during performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effectively transitions between scenes; effectively moves on and off stage as needed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handles unexpected circumstances without getting ruffled</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Puts on a performance that would make the script’s author smile</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Oral Presentation Rubric

Assessing oral presentations can provide opportunities to examine fluency through public speaking events. Identify how well prepared the speaker was, how well the speaker understood the subject matter, and the areas of strengths and weakness in verbal and nonverbal skills. Oral presentations provide students a forum to share understandings and build communication skills and confidence.
# Oral Presentation Rubric

Name: ____________________________  Date: ____________

Presentation Title: ___________________  Presentation Topic: ___________________  Presentation Length: _____ minutes

<table>
<thead>
<tr>
<th>Presentation Element</th>
<th>1 (Beginning)</th>
<th>2 (Developing)</th>
<th>3 (Accomplished)</th>
<th>4 (Exemplary)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject Knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sources</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Delivery</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology, Media, Graphics, Props</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking (Volume, Pacing, Word Choice, Pronunciation)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Posture and Eye Contact</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enthusiasm</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eye Contact</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Body Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Posture &amp; Poise</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confidence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creativity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Name:</td>
<td>Grade:</td>
<td>Level:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>--------</td>
<td>-------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>October</th>
<th>February</th>
<th>June</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td></td>
<td>January</td>
<td></td>
</tr>
<tr>
<td>August</td>
<td></td>
<td>December</td>
<td>April</td>
</tr>
<tr>
<td></td>
<td>November</td>
<td>March</td>
<td></td>
</tr>
</tbody>
</table>

**Year-at-a-Glance Planning Calendar**

Informal Assessments for Fluency Development ©2011 Benchmark Education Company, LLC
<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
</table>

Week of: | Week of: | Week of: | Week of: | Week of:
# Week-at-a-Glance Planning Calendar

Teacher Name: ________________________________  Grade: __________________  Level: __________

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress-Monitoring Assessments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual Reading Conferences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


