

One-Minute Oral Reading Fluency Assessment

The One-Minute Oral Reading Fluency Quick Checks are used to evaluate students' reading rate, and to document their progress over time in comparison to national fluency norms. These quick checks can be used to gather information on students' oral fluency and phrasing. The quick checks determine the number of words the student reads correctly per minute and provide 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 at the 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 Quick Checks

Prior to administering the one-minute quick checks, copy the leveled passages and teacher recording forms for the target level(s). Then create a folder for each student. Throughout the year, store the students' quick checks in these folders, or place the quick checks 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 quick check passage at the student's independent reading level (95–100% accuracy). You will also need a copy of the reproducible record form for that 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. Errors are outlined in the scoring 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. Have students answer the self-check questions.
6. Count up the number of words read correctly. Record this information on the record form. Use the Reading Rate Goals chart on page 168 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 on page 169 to rate the student's fluency and phrasing while reading.

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, **bold** 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.

One-Minute Oral Reading Fluency Assessment Record Form - Level G

Name: _____ Date: _____

Correct words per minute _____ Words read incorrectly per minute _____

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!"

Fluency and Phrasing	Fluency	Phrasing
1		
2		
3		
4		

Rubric Score Key

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

3: Fluency is making to being achieved at the level of the passage.

4: Fluency reading has been achieved for the level at which the passage is written.



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

Self-Check

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.

Oral Fluency and Phrasing Rating Rubric

Fluency	Phrasing
1	1
2	2
3	3
4	4

Rubric Score Key

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

3: Fluency is making to being achieved at the level of the passage.

4: Fluency reading has been achieved for the level at which the passage is written.

Using Quick Check Results to Inform Instruction

Analyze quick check 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

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

Oral Fluency and Phrasing Rating Rubric

Rating Scale	Phrasing and Fluency
1	Reads word by word. Does not attend to the author's syntax or sentence structures.
2	Reads slowly and in a choppy manner, usually in two-word phrases. Some attention is given to the author's syntax and sentence structures.
3	Reads in phrases of three or four words. Appropriate syntax is used.
4	Reads in longer, more meaningful phrases. Regularly uses pitch, stress, and author's syntax to reflect comprehension.
	Intonation
1	Reads with a monotone voice.
2	Reads with some intonation and some attention to punctuation. At times reads in a monotone voice.
3	Reads by adjusting intonation appropriately. Consistently attends to punctuation.
4	Reads with intonation that reflects feeling, anticipation, tension, character development, and mood.
	Comprehension
1	0 or 1 answers correct
2	2 answers correct
3	3 answers correct
4	4 answers correct

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.