

Using Oral Fluency Assessments

How to Assess Oral Fluency

The purpose of assessment is to inform instruction. Choosing the best instructional materials and teaching strategies for each student depends on accurately assessing a student's skills. To enable students to demonstrate their true abilities, help them feel comfortable and confident as they read for you. The following guidelines will help you administer the oral fluency assessments included in this book.

- Each assessment in the Teacher's Resources at the end of this book includes a reading passage for students and a corresponding teacher scoring page on which you can record individual results. The scoring page is printed under the reading passage. For each fluency survey, you will need only one copy of the reading passage (because the reading passage will be used by all the students, you may wish to laminate it); however, you will need to make a copy of the scoring page for each student you will assess. Do **not** let students read from a teacher scoring page—the scoring guide and the added information for the teacher can make students feel anxious and thus diminish the effectiveness of the assessments.
- Be sure to use the same passage for all students during one fluency survey.
- Assess each student individually in a quiet place with few distractions. Each assessment should take only a few minutes. If you assess a few of the students each day, you can survey your entire class over a period of several days without interrupting the flow of your normal classroom activities.
- Have the student sit across from you so that he or she is not distracted from reading by what you are writing. Begin by explaining the process. Tell the student that you want him or her to read the sentences or the passage at a comfortable rate and as accurately as possible. You may wish to explain that students who concentrate only on reading fast may stumble unnecessarily. Answer any questions the student may have but do not allow him or her to preview the selection. Place a blank sheet of paper over the reading passage until the student is ready to begin reading.
- See specific assessment directions for how to score errors. When a student reads a word incorrectly, make a mark through that word in the text on the scoring page. You may wish to use a simple slash mark each time the student makes an error. Allow the student to complete the sentences or passage regardless of the number of errors he or she makes.

Administering the Initial Screening Assessment

The purpose of this assessment is to determine whether a student has sufficient reading proficiency to work successfully in *Expressions*. The assessment tool is a set of seven oral reading sentences. By asking students to read sentences aloud, you can get a quick measure of each student's reading ability.

Use these guidelines to help you administer and score the Initial Screening Assessment.

- Read and follow the general directions above for administering oral fluency assessments.
- As each student reads the sentences aloud, mark the scoring page by underlining or drawing a mark through words the student reads incorrectly.

For the Initial Screening Assessment, do not score as errors the misreading of small words such as *to*, *they*, or *of*. Do not score as errors inserted words or omissions of word endings.

The scoring rubric below will assist you in determining whether a student can work successfully with *Glencoe Literature: Reading with Purpose*.

0-2 ERRORS The student can independently read the selections and is at the Early Advanced proficiency level.

3-4 ERRORS The student will require some guided reading instruction and is at the Intermediate proficiency level.

5+ ERRORS The student will most likely need extensive guided reading instruction.

Fluency Assessment

Administering the Fluency Assessments

A timed, one-minute fluency assessment is a quick way to monitor the reading progress of your students. The fluency passages in the Reference Section of this book, are passages taken from *Expressions*. The following guidelines will help you administer the fluency assessment.

- Read and follow the general directions for using oral fluency assessments found on the prior page.
- Each fluency assessment includes a teacher scoring page (with word counts marked and with space to write comments and to record results) and a reading passage for students. The reading passage is on the back of the scoring page. You will need only one copy of the reading passage; however, you will need to make a copy of the scoring guide for each student you assess. Do **not** let students read from a scoring page—the scoring guide and the added information for the teacher can make students feel anxious and thus diminish the effectiveness of the assessments.

- Tell the student that you want him or her to read the passage at a comfortable rate and as accurately as possible. Explain that you will time the oral reading for one minute and will tell him or her when to begin reading. Do not allow students to preview the selections.
- Tell students when to begin. Start the one-minute timing with the first line of text. When a student makes a reading error, draw a mark through that word on the scoring page. **For these assessments count all errors the student makes.** At the end of one minute, make a slash mark to indicate the last word the student reads but allow him or her to complete the passage uninterrupted.
- To arrive at the correct words-per-minute score, count the number of words read in one minute and subtract the total errors made in that time.