
FLUENCY

ASSESSMENTS

- 1 Assessing Fluency
- 2 Assessing Prosody

ASSESSING FLUENCY

Three major components

- Accuracy
 - Rate
 - Prosody
- Rate used most commonly because it is the easiest to measure, but may encourage children to concentrate only on speed of reading

ASSESSING ACCURACY AND RATE

Choose three reading passages of 250-300 words at the student's year level. Prepare two copies; one for the student to read, one for the teacher to record errors on.

- Ask the student to read the passage in a normal manner for exactly one minute.
- Indicate with a slash or dot any mispronunciations, substitutions, omissions, reversals or words which the student cannot decode which were prompted by the examiner. Do not record self-corrections.
- Mark the last word attempted.
- Complete steps 1-3 with two further passages for comparison.
- Count the number of words read correctly in 60 seconds: these Words Per Minute (WCPM) indicate the reading rate.
- Calculate the accuracy by dividing the number of words read correctly by the total number of words read (including words with errors). This will reveal whether text level is suitable for student.

FLUENCY

- Fluency Rates

By end Year 1 60 words/min

By end Year 2 90/100 words/min

In Years 3-6 100-120 words/min with < 3 errors with material getting progressively harder

ASSESSING PROSODY

- Of all aspects of fluency, prosody is most closely associated with comprehension
- Prosody is the appropriate expression and phrasing in oral reading
- Appropriate prosody shows the reader is trying to make meaning of the text.
- Difficult to quantify
- Only assessed relatively recently using checklists or rubrics

PROSODY CHECKLIST

- Student placed vocal emphasis on appropriate words.
- Student's voice tone rose and fell at appropriate points in the text.
- Student's inflection reflected the punctuation in the text (e.g., voice tone rose near the end of a question).
- In narrative text with dialogue, student used appropriate vocal tone to represent characters' mental states, such as excitement, sadness, fear, or confidence.
- Student used punctuation to pause appropriately at phrase boundaries.
- Student used prepositional phrases to pause appropriately at phrase boundaries.
- Student used subject-verb divisions to pause appropriately at phrase boundaries.
- Student used conjunctions to pause appropriately at phrase boundaries.

PROSODY RUBIC

- A student reads a year-level passage and teacher listens to the student reading or to a recording of the reading.
- The listening period can be short; teachers are able to make reliable and valid measurements in 60 seconds or less.
- At the end of the listening period, the teacher consults the rubric and assigns a score that most closely aligns with the student's reading. In using a rubric, teachers need to establish what constitutes appropriate phrasing and expressiveness in reading for their assigned grade level
- See handout for rubric developed by Zutell and Rasinski, 1991

