

Fluency Assessment and Plan for Instruction

Assessment of Fluency (10 points)

Student Grade: **6th Grade**

Age: **11 ½ years old**

Additional information:

-Ex. Student is an emergent bilingual

Student is an ELL student.

Name of Fluency Assessment (provide company, grade-level, and title of the passage)

Be sure to indicate if the child was given a reading passage below or above their grade level.

DIBELS 8th Edition Oral Fluency: Benchmark ORF 6.Middle

Name of reading passage: Sloths and Monkeys, *sixth grade*

The student was given a reading passage

Insert a photo of the **scored** teacher copy of the assessment here. This will have your marks indicating errors, self corrections, etc.

6th Grade

Jeremy

DIBELS 8th Edition Oral Reading Fluency

Benchmark ORF 6.Middle

Examiner script	Reminders
Please read this (point to passage) out loud.	Start timer When student says first word.
If you get stuck, I will tell you the word, so you can keep reading. When I say 'Stop' I may ask you to tell me about what you read, so do your best reading.	Prompts Student hesitates: wait 1 second; give correct word; mark the missed word as incorrect.
Start here (point to first word of first paragraph of passage). Ready? Begin.	Discontinue Student does not get any words correct within the first line: discontinue ORF.

Sloths and Monkeys

Sloths and monkeys are two types of mammals that live in South America. (13)
 There are many similarities and differences between sloths and monkeys. Both (24)
 sloths and monkeys generally live in middle latitudes that tend to be tropical. Both (38)
 sloths and monkeys like to live in trees and climb around the canopy. They both (53)
 tend to eat plant material, but occasionally eat insects. Because they are both (66)
 mammals, they both have furry bodies. (72)
 Many people think that sloths and monkeys are closely related, but they are (85)
 quite different. Although both sloths and monkeys live in South America, (96)
 monkeys can also be found on other continents like Africa and Asia. Also, there (110)
 are even monkeys that live in snow. (117)
 Although both sloths and monkeys live in the trees, sloths move very (129)
 slowly. It is one of their defining characteristics. Monkeys, on the other hand, tend (143)
 to move quickly from branch to branch. Also, sloths tend to move around by (157)
 hanging upside down from branches whereas monkeys walk on top of branches. (169)
 Sloths are able to hang upside down because of their long claws. Monkeys don't (183)
 have claws like sloths, but they generally do have long tails that provide balance (197)
 when walking on branches. Sloths don't have tails like monkeys. Finally, sloths are (210)
 often considered lazy because they are so slow and sleep so much. In fact, "sloth" (225)
 can be a synonym of lazy; people sometimes accuse lazy people of being sloths. (239)
 One sloth, the pale-throated sloth, moves so slowly that algae grows on its fur and (255)
 it turns green! (258)

Total words read 241 Total errors 7 Total words correct 234

Student Scores (use the Hasbrouck and Tindal norms and the Multidimensional Fluency scale to record your findings)

ORF / WCPM (Words Read Correct Per Minute) **234 words read correct RATE: Slow & Fast (medium rate)**

ACCURACY (This is a percentage): **80%**

PROSODY AND EXPRESSION (Scores from Multidimensional Fluency Scale) : **A score of 12**

Summary of findings - Respond below each question:

Is the student reading fluently at grade level? (use Hasbrook and Tindal Norms)

- **The student is reading fluently at grade level. As I scored them on their multidimensional fluency scale, they scored 12. I think that the student is making good progress.**

Where should the student be reading at this point in the school year? (use Hasbrook and Tindal Norms)

- **The student should be reading 177 WCPM at this point in the school year. The student should be making an average of 0.8 growth in words per week.**

Describe the student's prosody and expression using the language from the rubrics (use Multidimensional Fluency scale).

- **The student's prosody and expression were overall good. The Multidimensional Fluency Scale mentioned that the student got a 3 in expression. While monitoring the student, I noticed they were reading loudly and at a good pace, but sometimes they would read slowly and then go fast again.**

What is one area of strength you see in this student?

- **One area of strength that I see in this student is that they are reading loud and clear.**

What area do you see the potential for growth (Rate, Accuracy or Prosody)?

- **An area that I see for potential growth for the student is having to read at a good rate. The student does it well already but sometimes slows down and then reads fast and then slowly again.**

What can you learn from their errors with **word recognition** (ex. Missed many [high frequency words](#), struggled to read multisyllabic words, etc.)

- **What I can learn from the errors with word recognition is that we can see how fluent the student is, as well as what rate they can read, and their accuracy.**

What else did you observe / learn about this child through conducting this assessment? (Ex. was able to retell the passage with accuracy)

Something I observed/learned about this child when conducting this assessment was that he could summarize the passage accurately. I also wanted to see how well he comprehended what he just read. As mentioned, he did a good job with that because he was reading at a good pace. He got stuck on 3-4 words or even added some sight words.

Evidence-Based Strategies (5 points):

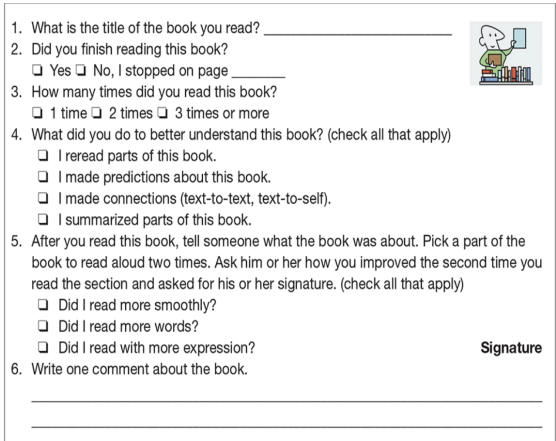
Use the course textbook, your TEL331 textbook, or [Florida Center for Reading Research](#) (which has excellent evidence-based strategies for each area of literacy development)

Fluency Strategies

Select two fluency strategies that you think would increase your student's fluency and expression. List the strategy and provide a rationale as to why you think the strategy would motivate your student. Describe the directions in detail as to how to implement the strategy with a student.

Foundations of Reading Objective 0004: Demonstrate knowledge of principles and evidence-based instructional practices for developing reading fluency at all stages of reading development.

Name of Strategy and Goal of the Strategy (ex. Rate, accuracy, prosody)	Page Number in Text / or cite Resource	Rationale for the Strategy and Directions
The Original Method of Repeated Reading Goal: To better develop decoding skills	(Dewitz, Graves, Graves, & Juel, n.d.) p.g 271	For this strategy I feel like it would be good to use because it is one that probably most teachers use. This method of repeated reading helps students develop decoding skills. 1. Have the student select a book the student finds interesting and enjoyable. If the selection is either too hard or too easy, help the student find a more appropriate text. The text should be at her instructional level. For English learners, help them find books that have personal appeal and reflect their heritage. 2. Mark off a half dozen or so 50- to 200-word segments in the selected book. Begin with 50-word segments and gradually lengthen them as the student becomes increasingly able to deal with longer texts. 3. Explain the nature and purpose of repeated reading to the student. They will read the same passage several times, trying to read it more smoothly and a bit faster each time. Note that she should not ignore comprehension but that her main goal is to read smoothly and fairly rapidly. It is crucial to explain the role of practice and compare music and athletics. 4. Have the student read the passage aloud and chart their speed and the number of word recognition errors they make. 5. At this point, the student returns to their seat and repeatedly practices reading the passage until they feel ready to read to you again. 6. Once the student reaches the target rate of 85 words per minute, show them the progress graph and prepare to move to another passage, probably on another day.
Student Response	(Dewitz,	For this strategy, I feel like it would be good to use

Card Goal: To better rate and fluency	Graves, Graves, & Juel, n.d.) pg.267	because I feel like this helps students become more fluent and see what things they need to work on. I know students might not like the idea of having summer reading, but I feel like this strategy can help them become better readers. This program, which was created by Thomas White and James Kim will help motivate students to read over the summer. 1. Students are given a book based on their test scores and reading level 2. Each student is given a book to take home 3. After, a student is given a student response card in which they reflect on what they read and how they read.  1. What is the title of the book you read? _____ 2. Did you finish reading this book? ☐ Yes ☐ No, I stopped on page _____ 3. How many times did you read this book? ☐ 1 time ☐ 2 times ☐ 3 times or more 4. What did you do to better understand this book? (check all that apply) ☐ I reread parts of this book. ☐ I made predictions about this book. ☐ I made connections (text-to-text, text-to-self). ☐ I summarized parts of this book. 5. After you read this book, tell someone what the book was about. Pick a part of the book to read aloud two times. Ask him or her how you improved the second time you read the section and asked for his or her signature. (check all that apply) ☐ Did I read more smoothly? ☐ Did I read more words? ☐ Did I read with more expression? 6. Write one comment about the book. _____ Signature _____
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Word Recognition Strategy (phonics / decoding, high frequency words) Select a word recognition strategy that you think would increase your student's word recognition. List the strategy and provide a rationale as to why you think the strategy would support your student's reading. Describe the directions in detail as to how to implement the strategy with a student. *Foundations of Reading Objective 0003: Demonstrate knowledge of principles and evidence-based instructional practices for developing word analysis skills and strategies, including syllabication, structural or morphemic analysis, and orthographic skills.		
Name of Strategy & Goal of the Strategy (ex. Reading Long Vowel patterns, Multisyllabic word reading, etc.)	Page Number in Text / or Cite Resource	Rationale for the Strategy & Directions
Teaching high-frequency words Goal: word reading	(Dewitz, Graves, Graves, & Juel, n.d.)	For this strategy, I feel that it would be suitable for students because this core word lesson involves three new words, which can help them recognize it later on when they see it again.

	pg.234	1. Stating the purpose 2. Showing the word and reading the words in sentences 3. Highlighting the features in words 4. Chant, clap, snap, and write the words to help be choral with you. 5. Practice using the new words in sentences 6. Having a final review
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Reflection (5 points) - 1-2 full and detailed paragraphs

What did you learn about fluency assessment and planning for instruction? What are your goals for facilitating fluency with students in your classroom in the future?

For full credit:

Coherent and fully developed commentary and extensive description; reflect theoretical and pedagogical understanding from course readings.

Something I learned about fluency assessment and planning for instruction is that it comes with many steps. I learned that the fluency assessment is that not all students can read fluently. As teachers, we should be able to help support our students best. We need to ensure that they are receiving the best practices and instruction in order to be fluent and have a good pace when reading. I also learned that having a fluency assessment is important because we measure the student's rate and accuracy by looking at the WCPM, which all ties up with comprehension. That is why we need to have a good plan! My goal for facilitating fluency with students in my classroom in the future is to make sure my students are well-prepared! I want my students to know that reading is very important! So even setting goals as a class about reading and then having a fun little party to celebrate reading and their accomplishments at the end of the year is good! I also want to tell and work with my students on reading goals, helping them set goals for themselves and following all the strategies provided in the textbook.