

Guide for Marking Fluency Assessment for Progress Monitoring

1. Give a student a reading passage on their grade level that he or she has not seen before. Read the title and explain that you would like the student to read out loud.
2. Then say: *When you are ready, you may begin.* Start your stopwatch when the student reads the first word, timing for one minute.
3. Use the following chart to help mark the passage with any discrepancies.
4. Say *Stop* at the end of one minute, stop your stopwatch and place a bracket (]) after the last word read by the student.
5. Under the passage, write the date, number of words read - number of errors = ____ . CWPM
6. Transfer the CWPM to the fluency graph.

One Error	No Error
Misses word- underline the word	Self-corrections
<u>was</u>	
Substitutions - The boy went home.	Repetitions (and and)
<i>the</i>	
Insertions - She went to ^ school.	Proper Nouns
Omissions - She loves <u>her</u> mom.	Numbers - doesn't count as an error but go over the number if they miss it
Teacher Help - Underline with a T above it. T The <u>elephant</u> was big. (Wait 3 seconds before giving help. Insist student tries the first sound before giving help.)	Skipping a line - Stop timer. Have student go back to correct place. Start timer. Mark skipped in the margin.
Reverse order of the words - mark ~	