



The Consortium

Alberta Professional Learning Consortium

Assessment for Learning in ELAL K-6: Fluency



What is Fluency?



Three Facets

- Accuracy
- Rate
- Prosody



Assessment that Drives Instruction



Accuracy

- High-frequency word lists
- Listen to students read – annotate like a running record

- More challenging but not impossible
 - Pausing
 - Phrasing
 - Stress
 - Intonation - changing pitch
 - Expression - using voice to reflect emotions, actions
- Use a rubric, rating scale
 - Fountas and Pinnell Six Dimensions of Fluency
 - [Virginia Literacy Partners Prosody Assessment Rating Scale](#)



Prosody Assessment Rating Scale	<i>Nonprosodic</i>		<i>Prosodic</i>	
	<u>LEVEL 1</u>	<u>LEVEL 2</u>	<u>LEVEL 3</u>	<u>LEVEL 4</u>
<u>Stress</u>	Equally stresses each word in a sentence	Equally stresses each word in a sentence or stresses the unimportant words in a sentence	Stresses the most important words in a sentence	Stresses all appropriate words in a sentence
<u>Phrasing</u>	Reads primarily word by word	Reads primarily in two-word phrases, but sometimes word by word	Reads primarily in three- or-four-word phrases	Reads primarily in larger, meaningful phrases
	Often pauses after every word and within words	Often pauses within phrases	Often pauses between phrases, but occasionally pauses within them	Consistently pauses at the end of clauses and sentences
	Chunks words with no attention to author's syntax or does not chunk them at all	Chunks words with little attention to author's syntax	Often chunks words appropriately, preserving author's syntax	Consistently chunks words appropriately, preserving author's syntax
<u>Intonation</u>	Does not change pitch to reflect end marks	Occasionally changes pitch to reflect end marks	Often changes pitch to reflect end marks	Consistently changes pitch to reflect end marks
<u>Expression</u>	Reads in a monotone	Occasionally uses voice to reflect character's emotions or actions	Usually uses voice to reflect character's emotions or actions	Consistently uses voices to reflect character's emotions or actions
<u>Pauses</u>	Reads from one sentence to the next without pausing for punctuation	Pauses between sentences only when there is a period	Usually pauses at commas and end marks	Consistently pauses appropriately at all punctuation

Assessing Rate - Words Correct Per Minute

words read correctly \div time in minutes to read

Grade	Fall WCPM	Winter WCPM	Spring WCPM
1		29	60
2	50	84	100
3	83	97	112
4	94	120	133
5	121	133	146
6	132	145	146

Retrieved from:

<https://www.readingrockets.org/topics/fluency/articles/fluency-norms-chart-2017-update>

High-Impact Fluency Practices



Evidence-Informed Strategies

- Teacher modeling
- Supported oral reading
- Building automaticity & accuracy
- Developing Prosody

Teacher Modeling

- Read-alouds
- Think-alouds
- Echo reading

Supported Oral Reading

- Choral reading – most familiar with
- Repeated reading– for different purposes
- Partner reading
- Reader’s theatre – can also be a writing project

Supported Reading - Partner Reading

- Setup - pair based on ability
- The Routine
 - Option A - Paragraph/page
 - Option B - Echo reading
 - Option C - Choral reading
- Feedback & Correction
- Re-reading

[Read Write Think Using Paired Reading to Increase Fluency and Peer Cooperation](https://www.readingrockets.org/classroom/classroom-strategies/partner-reading)

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Building Automaticity/Accuracy

- Decodable & connected-text practice
- Phrase-cued reading
- High-frequency word practice in context

Phrase-Cued Reading

Texts are marked with slashes or “scoops” to break text into meaningful, rhythmic chunks, training readers to move beyond word-by-word reading.

/ = short pause (comma)

// = longer pause (period)

On Saturday morning,/ Maya looked out the window and sighed.//

Rain poured from the gray clouds,/ and puddles covered the sidewalk.//

She had...

Developing Prosody

- Attention to punctuation and phrasing
- Performance reading

Comprehensive Literacy Guide

