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reading, remove the passage from view and ask him to retell what he remembers from the reading. Keep in mind, however, that a source of any difficulty in comprehension may be subtle or undetected problems in word recognition or fluency.

After the student has retold the passage, the assessment is complete.

Scoring and Interpreting the Assessment

Scoring *3-Minute Reading Assessments* is simple and quick. The following procedures should be followed:

Word Recognition Accuracy (Decoding)

Word recognition is determined by calculating the percentage of words read correctly in the 60-second oral reading. Divide the number of words read correctly by the total number of words read (correctly or incorrectly). For example, if the student read a total of 94 words in the 60-second reading and made 8 errors, the percentage of words read correctly would be reflected in the following fraction:

$$\frac{86}{94} \text{ (86 divided by 94) } = 91.5\%$$

In other words, the student read 91.5 percent of the words correctly.

Instructional reading level is normally marked by a word recognition accuracy rate of 92–98 percent. Independent reading level is normally marked by an accuracy rate of 99–100 percent.

A normally developing student should begin the school year reading grade-level material at an instructional level and, by the end of the school year, at an independent word recognition level. For example, a third grader's performance on a third-grade passage would be instructional at the beginning of the year but independent by the end of the year. Students who perform at the frustration level at the end of the school year, or who do not demonstrate good progress over the year, should be considered for additional assessment to confirm their decoding difficulty. Such students may benefit from specific instructional intervention in decoding (see pages 59–60).

Note that the above progression does not apply to first grade. Although first graders should be able to read first-grade material with 99–100 percent accuracy at the end of grade one, no expectations should be made for the first six months of grade one. During this period, students are just gaining initial decoding skills and should not be expected to decode first-grade material at an instructional or independent level.

Reading Fluency-Automaticity

One way reading fluency can be measured is through reading rate. Reading rate provides a measure of the extent to which a reader can automatically decode words, thus leaving cognitive resources free for the more important task of comprehending a passage. To determine rate, simply count the number of words the student has read correctly during the 60-second oral read. Words read correctly include those words that were initially misread but corrected by the student. Then, using the appropriate grade level and time period, compare the student's performance against the reading rates shown on page 10.

A student whose reading rate falls within the appropriate range shown above is performing at grade-level expectations. Students who fall below the range may be considered at-risk in terms of fluency-automaticity. Additional assessment may be

TARGET READING RATES BY GRADE LEVEL

Grade	Fall wcpm*	Winter wcpm	Spring wcpm
1	0-10	10-50	30-90
2	30-80	50-100	70-130
3	50-110	70-120	80-140
4	70-120	80-130	90-140
5	80-130	90-140	100-150
6	90-140	100-150	110-160
7	100-150	110-160	120-170
8	110-160	120-180	130-180

*wcpm=words correct per minute

appropriate for students who perform poorly at the end of the school year or who do not show improvement over the course of the year. These students may benefit from instruction aimed at improving reading fluency (see page 60). Students whose reading rate is above the range limits may be considered to be performing well in fluency-automaticity. However, an important caveat must be noted: Students who read exceptionally fast without attending to punctuation and other phrase boundaries, and who read without sufficient expression may also be considered at-risk in fluency. The following assessment for fluency-expression should be used with all students to give you the fullest picture of a student's fluency skills.

Reading Fluency-Expression

Reading fluency is more than just reading fast. It is also the ability to interpret a text with appropriate phrasing and expression. You can measure this dimension of fluency by listening to the student's 60-second oral reading and rating it on the Multidimensional Fluency Scale (see page 11). Initially you may need to tape record the student's reading and listen to it in order to provide a rating for each of the four scales. Soon, however, you will be able to score the scales on the spot.

At the beginning of the school year, it is not unusual for students to score in the bottom half of each of the fluency dimensions (i.e., to have a total fluency score of 8 or below). However, by the end of the school year, students should be rated in the top half in each dimension when they are reading grade-level material (i.e., they should be able to achieve a total fluency score of 9 or above). End-of-year ratings in the bottom half for any of the fluency dimensions, or a total fluency score of 8 or less, may indicate a need for additional assessment or instructional intervention (see pages 60-61). The Multidimensional Fluency Scale is also useful for helping students evaluate their own reading and in developing their own understanding of fluency in reading.

Name of student _____ Date of testing _____

Grade 1: Form A

We went to the park. My	6
mom and dad took me. I had	13
so much fun. The park was big.	20
There was a lot to do. I went	28
on the swings first. I flew high in	36
the air. My mom said not to go	44
so high. I told her birds fly	51
higher than me.	54
Then we went on the slide.	60
It was the little one. My dad	67
went on with me. My mom	73
said he looked silly. I thought	79
so, too. I was afraid of the big	87
slide. It was too big. My mom	94
and dad went on it. I was still	102
afraid.	103
We fed the ducks. All the	109
ducks quacked. They sounded	113
like car horns. Then my mom	119
and dad sat. I played in the	126
sand. It was a great day. I	133
want to go again.	137

Word Count – 137**Scoring**

Word recognition accuracy:

$$\frac{\text{Words correct}}{\text{Total words read orally}} = \frac{\quad}{\quad} = \frac{\quad}{\quad} \%$$

Fluency-Automaticity: _____ wcpm

Multidimensional Fluency Scale

Expression and Volume: _____

Phrasing and Intonation: _____

Smoothness: _____

Pace: _____

Total Score: _____

Comprehension: _____

Comments and Observations:

I love hot dogs. They are the best food. They taste good. I eat them all the time. I eat them for lunch. Sometimes I eat them for dinner, too.

Hot dogs are warm and tasty. I like them in a bun. The buns look like boats. I like ketchup on my hot dogs. It makes them taste so good. My dad eats hot dogs, too. He does not like buns. He says the hot dog has no coat on.