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How to score fluency passages

Progress monitoring using ORF The frequency of assessment depends on the student. For most students, every four to five weeks is sufficient (in the middle and at the end of each school term). Student scores should be recorded and evaluated against the relevant benchmarks. Generally speaking, students need to read at a rate of approximately 90-100 wcpm for basic comprehension. For most students this should be achieved by the end of Year 2. Throughout the upper primary years, fluency should typically reach around 100-120 wcpm and higher again in secondary school. Skilled adult readers read at approximately 180 wcpm, depending on the text (higher for fiction and lower for non-fiction, on average). Average oral reading fluency rates for independent level* texts in the primary years By end of Year 1 60 wcpm By end of Year 2 90-100 wcpm In Years 3 to 6 100-120 wcpm * Independent level texts are able to be read with an accuracy rate of more than 95% Source: Konza (2012) Oral reading fluency norms have been published by Hasbrouck and Tindal based on US school grades. It is important to note that these norms have been determined using 'grade level texts', which is a concept not used in Australian schools. ORF rates are dependent on text complexity so the choice of text to use in the assessment is very important. Making intervention decisions using ORF Students whose scores are in the lowest 25 percent for their cohort should be provided with appropriate intervention. If the students' low fluency is because they are having difficulty with accurate decoding, instruction in phonics will be necessary until they are reading words with automaticity. If their poor fluency is due to the rate of their reading, fluency interventions based on the instruction methods listed above (for example, Repeated Reading) are recommended. For students who are receiving intervention and whose progress needs to be closely monitored, reading fluency assessments can be used as often as once a week. Students who fail to make progress after receiving an evidence-informed school-based intervention for no more than two terms should be referred to a speech and language or reading specialist for specialist diagnosis. If you or someone you love recently had a biopsy of the prostate, you'll notice numbers on the pathology report. This is the Gleason score, a rating system used for cancer cells found in the prostate. It's important to understand what is a Gleason score as you discuss treatment options.What Do the Numbers in the Gleason Score Represent?The numbers in the Gleason Score indicate the level of mutation in the two most prominent cell patterns in the cells. This number ranges from two to 10. Less aggressive forms of cancer usually have lower Gleason Scores (between two and four) than more aggressive cancers that tend to range from seven to 10.How Do Pathologists Calculate the Gleason Score?When pathologists look at biopsy samples under the microscope, they look for mutations in the cells. The Gleason Score indicates the level of mutation in prostate cancer cells, according to the Prostate Cancer Foundation. The pathologist rates the cells on a scale that ranges from one to five. Cells with a rating of one look mostly like normal cells. They combine the grades of the first and second most prominent cell patterns in the biopsy sample.What Is the Difference Between a Gleason Score and the ISUP Grade Group?The Gleason score isn't a perfect indicator of prostate cancer. First, the lowest score a patient receives is six, despite the fact that the scale starts at two. This leads to unnecessary worry among patients. Second, Gleason scores fall into three groups. The middle group (Gleason score) seven has two grades, one of which is more serious than the other, reports the American Cancer Society.The solution to this problem is a grading system developed by the International Society of Urological Pathologists that ranges from one to five. Patients with a Gleason score of six or less fall under the first grade group. This system distinguishes between a Gleason score of seven based on the combination of numbers. The top two groups are Gleason scores eight and nine or 10.What's the Difference Between Gleason Scores 2 and 10?A low Gleason score suggests that the cancer cells in the prostate are less aggressive than those with a higher Gleason score. They are more likely to grow and spread through the prostate, reports the American Cancer Society.How Do Doctors Use the Gleason Score?Doctors use the Gleason score when developing a treatment plan for patients, reports the American Cancer Society. However, it's not the only factor. They also look at the blood PSA level as well as the results of a rectal exam and imaging tests. Other considerations include how many cores contain cancer cells and how many cancer cells they have in them. Doctors also look at whether or not the cancer has started spreading beyond the prostate. MORE FROM QUESTIONSANSWERED.NET Skip to main navigation Skip to main content Assessments Fluency Timed Reading Assess reading fluency with two types of assessments. The first type of fluency assessment is a one-minute timed reading of a passage to measure the number and accuracy of words read. There is a fluency passage for each level, F through Z. The second type has a student perform a timed reading of a series of sentences and then answer true/false statements about the sentences to show comprehension. There are three of these assessments, each with more difficult sentences than the preceding one. View our Fluency Standards Table for additional information about recommended reading rates. More About Fluency Timed Reading Two copies of the assessment passage—one for the student and one for the instructor Stopwatch or clock Pencil Clipboard (so students will not see what you are writing) Administer a one-minute reading, starting the stopwatch when the student begins the first word of the passage (the student will not read titles). Tell the student that if she or he has trouble (struggling for more than 3 to 5 seconds), you will say the word so she or he can keep reading. After one minute, say "Stop," stop the stopwatch, and circle the last word read. During the reading, resist the urge to correct mistakes. Mistakes and self-correction will be accounted for in the score. If the student has extreme difficulty, stop the test. Reassure the student that she or he will redo the assessment after further reading practice. You should select a lower level passage for the next assessment. Follow along on your copy word by word with your pencil. Make a slash (/) through any words the student misses or cannot read without help. Mark a dash above words skipped. Errors include: Skipped words Mispronounced words Word substitutions, including incorrect forms of the word Words in the wrong order; both or all words are counted as wrong Struggling that lasts for 3 to 5 seconds, or more The following are not considered misses: Added words Varying pronunciation due to accent, dialect, or speech impediment Repetitions in which the wording is correct Self-correcting a mistake; the word is scored as correct. Write the student's goal rate in the box provided. Count the total words the student reads in one minute using the words-per-line totals listed in the margin. This is the student's words-per-minute (WPM) rate. Write this in the chart at the bottom, along with the date of the reading. Count the number of errors (slashes). Record the number in the "Errors" line for the read. Subtract the number of errors from the total number of words read to find the words correct per minute (WCPM). Divide the words correct per minute (WCPM) by the words per minute (WPM) and multiply this result by 100. This is the student's Accuracy/Reading Rate percentage. Record this number in the box. After about four to six readings, students should reach the target words correct-per-minute (WCPM) standard for their grade level with an Accuracy/Reading Rate of 90 to 95 percent. Example: Words Per Minute (WPM): 60 Errors: 6 Words Correct Per Minute (WCPM): 60 – 6 = 54 Accuracy/Reading Rate percentage: 54/60 = 0.9 0.9 x 100 = 90% The Reading Sentences forms are used as an additional comprehension check to ensure that students attend to both speed and meaning. Select the form that is best fit for the student's reading level. Follow the Timed Reading Procedures when administering the assessment. To score this assessment, divide the total number of sentences answered correctly by the total number of sentences read. Multiply by 100 to get a percentage. The target score is 80% or more of sentences with a correct true or false answer. As the Reading Sentences forms are an assessment of the student's comprehension of sentences in a timed reading environment, and the student is required to answer the questions, there is no target words-per-minute standard.

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