

## **One-Minute of Academic Reading Test: Instructions and Example**

**One-minute of academic reading** is an easy to do **pre-test** and **post-test** that helps teachers better understand their students' range of fluency abilities when reading the textbook or other supplemental materials **orally**. Here's how it is done.

### **Preparing the Pre-test (Academic Core Subject Areas: Grades 5-8)**

1. Select a 200-250 word passage from the textbook (or a supplemental reading you plan to use) from an upcoming unit of study.
2. Type the passage (or photocopy it). Leave a 2-3 inch margin on the right hand side.
3. On your master copy of the passage, start counting the words on each line and note the number of the word at the end of each line to the right until you get to the last line. (See example)

### **Administering the Test**

1. Put students into pairs and offer these instructions:
  - Explain that you are going to have one student read aloud softly (e.g., "use a six-inch voice" when you read so only your partner can hear) for one minute while their partner follows along on their own personal copy.
  - Also explain that the student listening to his/her partner read should draw a line through any words that are skipped or mispronounced by the reader.
  - When you call time after one minute, the partner should circle the last word read by their reader-partner.
  - Note: It is a good idea to practice this with the whole class first, or demonstrate with the teacher (you) and a student volunteer in front of the class.
2. Ask for any questions to clarify as needed before you begin.
3. Using a watch or clock with a second hand, tell students when to turn over their paper and begin. After 60 seconds, call time and have the student-partners circle the last word read.
4. Have students reverse roles and repeat the one-minute reading with the other half of the class. Have students start at the beginning of the passage (or use an alternate passage).

5. Collect the papers for analysis. Be sure each student has put their name on their paper.

Note: The very best way to do this pre-test is to have two different selections prepared from the same unit of study. This avoids the “learning factor” for the second student.

Following is an example of what a passage might look like when it s prepared as an assessment tool.

**Diamonds\***

	Word Count
A diamond is one of the most beautiful	8
treasures that nature ever created, and	14
one of the rarest. It takes thousands of	22
years for nature to transform a chunk of	30
carbon into a rough diamond. Only three	37
important diamond fields have been	42
found in he world---in India, South	49
America, and Africa.	52
The first diamonds were found in the	59
sand and gravel of stream beds. These	66
types of diamonds are called alluvial	72
diamonds. Later, diamonds were found	77
deep in the earth in rock formations	84
called pipes. These formations resemble	89
extinct volcanoes. The rock in which	95
diamonds are found is called blue	101
ground. Yet even where diamonds are	107
plentiful, it takes digging and sorting	113
through tons of rock and gravel to find	121
enough diamonds for a one-carat ring.	127
Gem diamonds' quality is based on	133
weight, purity, color, and cut. The weight	140
of a diamond is measured by the carat.	148
Its purity is determined by the presence	155
or absence of impurities, such as foreign	162
minerals and uncrystallized carbon. The	167
color of diamonds varies, but most	173
diamonds are tinged yellow or brown.	179

The cut of a diamond also figures into its	188
value. A fully cut diamond, often called	195
flawless, would have fifty-eight facets.	200
Facets, or sides, cause the brilliance	206
that is produced when a diamond is	213
struck by light.	216
Humans have learned how to make	222
artificial diamonds. Manufactured	
diamonds are placed in a machine that	225
creates the same pressure that exists	232
about two hundred and fifty miles	238
beneath the surface of the earth.	244
Besides intense pressure, the carbon	255
compounds are heated to temperatures	260
over five thousand degrees Fahrenheit.	265
Unfortunately, the created diamonds are	270
small and are used mainly in industrial	277
settings. They have no value as gems.	284

\*Source: Cooter, R.B., Flynt, E.S., & Cooter, K.S. (2007). *The Comprehensive Reading Inventory*. Upper Saddle River, NJ: Prentice-Hall.

### Analyzing Student Results

**Step 1:** After collecting the student assessment forms, examine each student's form and note the number of words read on each form. You will first identify the last word read orally and deduce which number word it is in the passage, then subtract any omitted words or mispronunciations that were noted to arrive at the **words correct per minute (WCPM)**. Here is an example taken from a portion of the test with words not read or mispronounced marked and the final word circled. WCPM would be 52 minus 2 words skipped or mispronounced for a total of 50 WCPM.

	Word Count
A diamond is one of the <b>most</b> beautiful	8
treasures that nature ever created, and	14
one of the rarest. It takes thousands of	22
years for nature to <b>transform</b> a chunk of	30
carbon into a rough diamond. Only three	37
important diamond fields have been	42
found in he world---in India, South	49
America, and <u>Africa</u> .	52

Note this number on the **One-Minute Oral Reading Summary** by each student's name. Here is an example of a few of the notations from one **seventh grade** science classroom for a pre-test given in the **fall** of that year.

Student	Number of WCPM In one minute	Grade Level Performance for WCPM (norms)	Interpretation of Oral Reading Performance
Jamie	84		
Spencer	127		
Maureen	181		
Camille	128		

**Step 2:** Next, compare each student's **words correct per minute (WCPM)** score to the **GRADE 1-8 ORAL READING FLUENCY NORMS** (Hasbrouck & Tindal, 2006) in Table 1. For each student's score, write the closest percentile (%ile) for that grade level that matches the students score. Here is the portion of Table 1 that is relevant for the students in our example.

Grade	Percentile	Fall WCPM	Winter WCPM	Spring WCPM
7	<u>90</u>	<u>180</u>	<b>192</b>	<b>202</b>
	75	156	<b>165</b>	<b>177</b>
	<u>50</u>	<u>128</u>	<b>136</b>	<b>150</b>
	25	102	<b>109</b>	<b>123</b>
	<u>10</u>	<u>79</u>	<b>88</b>	<b>98</b>

Be sure to use the correct column for the *time of year* when the One-Minute of Oral Reading Test was given: fall, winter, or spring. In our example, the test was given in the fall, so fall norms are reflected in the *One-Minute Oral Reading Summary* below. The next example shows this step with the **Grade Level Performance for WCPM (norms)** filled in for the four students in our example.

Student	Number of WCPM In one minute	Grade Level Performance for WCPM (norms)	Interpretation of Oral Reading Performance
Jamie	84	10 <sup>th</sup> %ile	
Spencer	127	50 <sup>th</sup> %ile	
Maureen	181	90 <sup>th</sup> %ile	
Camille	128	50 <sup>th</sup> %ile	

**Step 3:** The final step is to fill in the column marked **Interpretation of Oral Reading Performance**. The following interpretations are suggested for each level of performance for the sake of consistency.

Percentile (%ile)	Interpretation
90	Excellent
75	Above Average
50	Average
25	Below Average
10	Poor

Here is a completed **One-Minute Oral Reading Summary** for the students in our example.

Student	Number of WCPM In one minute	Grade Level Performance for WCPM (norms)	Interpretation of Oral Reading Performance
Jamie	84	10 <sup>th</sup> %ile	Poor
Spencer	127	50 <sup>th</sup> %ile	Average
Maureen	181	90 <sup>th</sup> %ile	Excellent
Camille	128	50 <sup>th</sup> %ile	Average

### How to Use These Data for Differentiating Instruction in Your Classroom

#### Whole Group Analysis

The most obvious benefit of using this pre-test is to get a feel for the kind of ability range present in your classroom so that you can adjust instruction accordingly. Data from the *One-Minute of Oral Reading* test provides core subject area teachers with a snap-shot of their class as a whole in terms of their ability to use the adopted textbook (or supplemental materials selected). If the vast majority are able to read the text selection orally with average or better ability, then the text will be functional. If, on the other hand, the majority (more than half) or a sizeable minority of students are functioning below average or lower, then this is a clear signal that alternative materials should be used for instruction.

### Sub-Group Analysis

Another way to use data from this test is to look for “clusters” or sub-groups within your class. For example, you may have a small group of students who are able to read the text materials selected at an above average or higher performance level. These students should have little or no problem using the text(s) and may benefit from more advanced instructional materials. This could be your “high” group. Another small group of students may struggle with the texts used in the test (i.e., “below average” or “poor” oral reading ability) and may at risk of failure when using these texts. This group you may consider as your “struggling readers” and may require supplemental reading materials written on a lower oral reading level such as those provided by National Geographic in their educational series. The third group, usually the largest in most schools, are performing on an average level and, as with the more advanced students, they should not have too many reading fluency issues with the text(s) selected.

### Individual Student Analysis

In our example, we see that Jamie has poor oral reading ability, at least on this one pre-test. This alerts the teacher that s/he may want to take a closer look at Jamie’s reading ability with science texts. For one thing, it would be a good idea to retest Jamie a day or two later using another passage to see if this score accurately reflects Jamie’s ability. If the pattern holds, then the teacher may want to use supplemental materials, for instance, to help Jamie learn the targeted science information.

Similarly, because Maureen seems to be reading orally at a higher level than most other students, this may be one indication that she could benefit from more advanced texts on the subject. As with Jamie, it might be a good idea to administer another oral reading test before making a decision to offer advanced materials to Maureen. The point here is that one way to use data from this pre-test is to look for individual needs so that more appropriate instruction and learning materials can be provided to students.

**Table 1: GRADE 1-8 ORAL READING FLUENCY NORMS\***

		<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
<b>Grade</b>	<b>Percentile</b>	<b>WCPM</b>	<b>WCPM</b>	<b>WCPM</b>
<b>1</b>	<b>90</b>	<b>XX</b>	<b>81</b>	<b>111</b>
	<b>75</b>	<b>XX</b>	<b>47</b>	<b>82</b>
	<b>50</b>	<b>XX</b>	<b>23</b>	<b>56</b>
	<b>25</b>	<b>XX</b>	<b>12</b>	<b>28</b>
	<b>10</b>	<b>XX</b>	<b>6</b>	<b>15</b>
<b>2</b>	<b>90</b>	<b>106</b>	<b>125</b>	<b>142</b>
	<b>75</b>	<b>79</b>	<b>100</b>	<b>117</b>
	<b>50</b>	<b>51</b>	<b>72</b>	<b>89</b>
	<b>25</b>	<b>25</b>	<b>42</b>	<b>61</b>
	<b>10</b>	<b>11</b>	<b>18</b>	<b>31</b>
<b>3</b>	<b>90</b>	<b>128</b>	<b>146</b>	<b>162</b>
	<b>75</b>	<b>99</b>	<b>120</b>	<b>137</b>
	<b>50</b>	<b>71</b>	<b>92</b>	<b>107</b>
	<b>25</b>	<b>44</b>	<b>62</b>	<b>78</b>
	<b>10</b>	<b>21</b>	<b>36</b>	<b>48</b>
<b>4</b>	<b>90</b>	<b>145</b>	<b>166</b>	<b>180</b>
	<b>75</b>	<b>119</b>	<b>139</b>	<b>152</b>
	<b>50</b>	<b>94</b>	<b>112</b>	<b>123</b>
	<b>25</b>	<b>68</b>	<b>87</b>	<b>98</b>
	<b>10</b>	<b>45</b>	<b>61</b>	<b>72</b>
<b>5</b>	<b>90</b>	<b>166</b>	<b>182</b>	<b>194</b>
	<b>75</b>	<b>139</b>	<b>156</b>	<b>168</b>
	<b>50</b>	<b>110</b>	<b>127</b>	<b>139</b>
	<b>25</b>	<b>85</b>	<b>99</b>	<b>109</b>
	<b>10</b>	<b>61</b>	<b>74</b>	<b>83</b>
<b>6</b>	<b>90</b>	<b>177</b>	<b>195</b>	<b>204</b>
	<b>75</b>	<b>153</b>	<b>167</b>	<b>177</b>
	<b>50</b>	<b>127</b>	<b>140</b>	<b>150</b>
	<b>25</b>	<b>98</b>	<b>111</b>	<b>122</b>
	<b>10</b>	<b>68</b>	<b>82</b>	<b>93</b>
<b>7</b>	<b>90</b>	<b>180</b>	<b>192</b>	<b>202</b>
	<b>75</b>	<b>156</b>	<b>165</b>	<b>177</b>
	<b>50</b>	<b>128</b>	<b>136</b>	<b>150</b>
	<b>25</b>	<b>102</b>	<b>109</b>	<b>123</b>
	<b>10</b>	<b>79</b>	<b>88</b>	<b>98</b>
<b>8</b>	<b>90</b>	<b>185</b>	<b>199</b>	<b>199</b>
	<b>75</b>	<b>161</b>	<b>173</b>	<b>177</b>
	<b>50</b>	<b>133</b>	<b>146</b>	<b>151</b>
	<b>25</b>	<b>106</b>	<b>115</b>	<b>124</b>
	<b>10</b>	<b>77</b>	<b>84</b>	<b>97</b>

\* Compiled by Jan Hasbrouck, Ph.D. & Gerald Tindal, Ph.D. (2006). Oral reading fluency norms: A valuable assessment tool for reading teachers. *The Reading Teacher*, 59(7), 636-645. Count 5546 3496 5335 WCPM: Words correct per minute

TABLE SUMMARIZED FROM: Behavioral Research & Teaching (2005, January). Oral Reading Fluency: 90 Years of Assessment (BRT Technical Report No. 33), Eugene, OR: Author. Data available at: <http://brt.uoregon.edu/> TECHNICAL REPORTS; Table available at: [www.jhasbrouck.com](http://www.jhasbrouck.com) Q&A: Fluency