

Passage Reading Fluency (Fuchs, Hamlett, & Fuchs, 1990).*

CBM Passage Reading Fluency (PRF) is used to monitor students' overall progress in reading at grades 1-7. Some teachers prefer Maze Fluency beginning at Grade 4.

CBM PRF is administered individually. In general education classrooms, students take one PRF test each week. Special education students take two PRF tests each week. Each PRF test uses a different passage at the same grade level of equivalent difficulty. For higher-performing general education students, teachers might administer PRF tests (also referred to as "probes") on a monthly basis and have each student read three probes on each occasion.

For each CBM PRF reading probe, the student reads from a "student copy" that contains a grade-appropriate reading passage. The examiner scores the student on an "examiner copy." The examiner copy contains the same reading passage but has a cumulative count of the number of words for each line along the right side of the page. The numbers on the teacher copy allow for quick calculation of the total number of words a student reads in 1 minute.

Administration of CBM PRF is as follows:

Examiner: I want you to read this story to me. You'll have 1 minute to read. When I say 'begin,' start reading aloud at the top of the page. Do your best reading. If you have trouble with a word, I'll tell it to you. Do you have any questions? Begin. Trigger the timer for 1 minute.

The examiner marks each student error with a slash (/). At the end of 1 minute, the last word read is marked with a bracket (]). If a student skips an entire line of a reading passage, a straight line is drawn through the skipped line. When scoring CBM probes, the teacher identifies the count for the last word read in 1 minute and the total number of errors. The teacher then subtracts errors from the total number of words to calculate the student score.

There are a few scoring guidelines to follow when administering reading CBM probes. Repetitions (words said over again), self-corrections (words misread, but corrected within 3 seconds), insertions (words added to passage), and dialectical difference (variations in pronunciation that conform to local language norms) are all scored as correct. Mispronunciations, word substitutions, omitted words, hesitations (words not pronounced within 3 seconds), and reversals (two or more words transposed) are all scored as errors.

Numerals are counted as words and must be read correctly within the context of the passage. With hyphenated words, each morpheme separated by a hyphen(s) is counted as a word if it can stand alone on its own (e.g., Open-faced is scored as two words but re-enter is scored as one word). Abbreviations are counted as words and must be read correctly within the context of the sentence.

As teachers listen to students read, they can note the types of decoding errors that students make, the kinds of decoding strategies students use to decipher unknown words, how miscues reflect students' reliance on graphic, semantic, or syntactic language features, and how self-corrections, pacing, and scanning reveal strategies used in the reading process (Fuchs, Fuchs, Hosp, & Jenkins, 2001). Teachers can use these more qualitative descriptions of a student's reading performance to identify methods to strengthen the instructional program for each student. More information about noting student decoding errors is covered under "Step 7: How to Use the Database Qualitatively to Describe Student Strengths and Weaknesses."

If a student skips several connected words or an entire line of the reading probe, the omission is calculated as 1 error. If this happens, every word but 1 of the words is subtracted from the total number of words attempted in 1 minute.

- * Fuchs, L.S., Hamlett, C.L., & Fuchs, D. (1990). *Monitoring Basic Skills Progress: Basic Reading* [software]. Austin, TX: Pro-Ed. This software automatically administers and scores the maze and graphs, analyzes, and manages the PRF data.

Vanderbilt University CBM-R Norms

CBM	Norm:	Gr. K	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7
LSF	Fall Risk Indicator	0 CSPM	<19 CSPM						
	Spring Risk Indicator	<12 CSPM							
	Typical Growth Rate	1 sound per week	1.2 sounds per week						
	Projected End-of-Year Benchmark	26 CSPM	26 CSPM						
WIF	Fall Risk Indicator		<10 CWPM						
	Spring Risk Indicator								
	Typical Growth Rate		1.8 words per week						
	Projected End-of-Year Benchmark		30 CWPM						
ORF	Fall Risk Indicator		<5 CWPM	<15 CWPM	<50 CWPM	<70 CWPM	<80 CWPM	<90 CWPM	<90 CWPM
	Spring Risk Indicator		<15 CWPM	<50 CWPM	<70 CWPM	<80 CWPM	<90 CWPM	<90 CWPM	<100 CWPM
	Typical Growth Rate		1.75 words per week	1 word per week	0.75 word per week	0.5 word per week	.40 word per week	0.35 word per week	0.30 word per week
	Projected End-of-Year Benchmark		50 CWPM	75 CWPM	100 CWPM	125 CWPM	130 CWPM	150 CWPM	150 CWPM
MAZE	Fall Risk Indicator					< 10 correct replacements	< 15 correct replacements	< 20 correct replacements	< 25 correct replacements
	Spring Risk Indicator					< 15 correct replacements	< 20 correct replacements	< 25 correct replacements	< 30 correct replacements
	Typical Growth Rate					0.25 correct per week			
	Projected End-of-Year Benchmark					25 correct replacements	25 correct replacements	25 correct replacements	25 correct replacements

Norms compiled from CBM training materials by E. Cohn, CREC, Jan. 2010