

# Fluency Assessment

## Teacher Use:

**Reading fluency is the ability to read text with sufficient accuracy, expression, and automaticity to comprehend what has been read. Reading fluency is a combination of three different skills: rate (how quickly one reads), accuracy (miscues made while reading), and prosody (reading with expression and pausing for punctuation).**

**"Letter Name and Sound Assessment" can be used to practice and monitor recognition of letters and letter sounds, in order to strengthen foundational literacy skills that are necessary to become a proficient reader.**

**A student page for both upper and lowercase identification, and progress monitoring tool are included in this resource.**

**This resource can be used as a benchmark and progress monitoring tool in order to identify student's knowledge of letter names and sounds.**

# Fluency Assessment

## **Directions:**

**To preserve the use of the activity, laminate student page.**

**The teacher should place the student page in front of the student. Show the student how to move across the rows, identifying each letter or sound. If it is necessary, guide the student by pointing to each letter as you ask the learner to identify the letter or sound. Record all student responses on the progress monitoring form. Consider placing a checkmark for correct answers and leave incorrect responses blank. Use the comment section to record any additional notes regarding students' reading behaviors.**

**Use the progress monitoring form to guide instruction and identify letters to continue working on with the student. Consider always including letters the child already knows with new letters. Administer the assessment at a later date to check progress.**

# Student Page

A

Q

Z

W

S

X

E

D

C

R

F

V

T

G

B

# Student Page

Y

H

N

U

J

M

I

K

L

P

O

# Student Page

a

q

z

w

s

x

e

d

c

r

f

v

t

g

b

# Student Page

y

h

n

u

j

m

i

k

l

p

o

# Letter Name and Sound Progress Monitoring Form

	Upper Case	Lower Case	Letter Sound	Comments
a				
q				
z				
w				
s				
x				
e				
d				
c				
r				
f				
v				
t				
g				
b				
y				
h				
n				

