

Reading Grade-Level Comparison Chart

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	Oral reading Fluency				Lexile Level			DRA Level		
Grade Level	Percentile	WCPM Beginning	WCPM Med.	WCPM End	Below Grade Level	Grade Level	Above Grade Level	Beginning	Med.	End
Kinder.								A & 1	2 & 3	4
1st	90		81	111	99 & below	100-299	300 & above	6,8	10,12,14	16
	75		47	82						
	50		23	53						
	25		12	28						
	10		6	15						
2nd	90	106	125	142	299 & below	300-499	500 & above	18	20,24	28
	75	79	100	117						
	50	51	72	89						
	25	25	42	61						
	10	11	18	31						
3rd	90	128	146	162	499 & below	500-599	600 & above	28-30	34	38
	75	99	120	137						
	50	71	92	107						
	25	44	62	78						
	10	21	36	48						
4th	90	145	166	180	599 & below	600-699	700 & above		40-44	
	75	119	139	152						
	50	94	112	123						
	25	68	87	98						
	10	45	61	72						
5th	90	166	182	194	699 & below	700-799	800 & above		50	
	75	139	156	168						
	50	110	127	139						
	25	85	99	109						
	10	61	74	83						
6th	90	177	195	204	799 & below	800-849	850 & above		60	
	75	153	167	177						
	50	127	140	150						
	25	98	111	122						
	10	68	82	93						
7th	90	180	195	202	849 & below	850-899	900 & above		70	
	75	156	165	177						
	50	128	136	150						
	25	102	109	123						
	10	79	88	98						
8th	90	185	199	199	899 & below	900-99	1000 & above		80	
	75	161	177	177						
	50	133	151	151						
	25	106	124	124						
	10	77	97	97						

2006 Hasbrouck & Tindal Oral Reading Fluency Data

Jan Hasbrouck and Gerald Tindal have completed an extensive study of oral reading fluency. The results of their study were published in a technical report entitled, "Oral Reading Fluency: 90 Years of Measurement," which is available on the University of Oregon's website, brt.uoregon.edu/tech_reports.htm, and in *The Reading Teacher* in 2006 (Hasbrouck, J. & Tindal, G. A. (2006). Oral reading fluency norms: A valuable assessment tool for reading teachers.

The Reading Teacher. 59(7), 636-644.).

The table below shows the mean oral reading fluency of students in grades 1 through 8 as determined by Hasbrouck and Tindal's data. You can use the information in this table to draw conclusions and make decisions about the oral reading fluency of your students. **Students scoring 10 or more words below the 50th percentile using the average score of two unpracticed readings from grade-level materials need a fluencybuilding program.** In addition, teachers can use the table to set the long-term fluency goals for their struggling readers. **Average weekly improvement** is the average words per week growth you can expect from a student. It was calculated by subtracting the fall score from the spring score and dividing the difference by 32, the typical number of weeks between the fall and spring assessments. For grade 1, since there is no fall assessment, the average weekly improvement was calculated by subtracting the winter score from the spring score and dividing the difference by 16, the typical number of weeks between the winter and spring assessments.

Interpreting screening scores using the ORF norms: Grade 1. In general, first-grade students who are reading 40 or more WCPM on unpracticed text passages are by the end of the year at low risk of future reading difficulty, while students below 40 WCPM are at some risk, and students reading below 20 WCPM are at high risk of failure. We recommend following these guidelines for interpreting first-grade scores. *research by Good, Simmons, Kame'enui, Kaminski, & Wallin(2002)*

Interpreting screening scores using the ORF norms: Grades 2-8. To determine if a student may be having difficulties with reading, the teacher compares the student's WCPM score to the scores from that student's grade level at the closest time period: fall, winter, or spring. On the basis of our field experiences with interpreting ORF screening scores, we recommend that a score falling within 10 words above or below the 50th percentile should be interpreted as within the normal, expected, and appropriate range for a student at the grade level at that time of year, at least for students in grades 2-8.

(source: J. Hasbrouck & G.A. Tindal, *The Reading Teacher*, April, 2006)