

## SECTION IV: Reading Fluency

**Quick Quiz 10** • Introduction, pp. 321–326 • Chapter 9: Fluency Assessment, pp. 327–358

**Directions:** Read each item and select the best answer.

- 1. Which of these is an example of reading fluency?**
  - a. A student reads a text quickly without pausing between phrases.
  - b. A student reads a text slowly and accurately decodes every word.
  - c. A student accurately reads text at a conversational rate with expression.
- 2. In order to read at a fluent rate, what must students be able to do?**
  - a. Increase their working memory by 90 percent
  - b. Read a great number of words with automaticity
  - c. Attain a high level of WCPM
- 3. Fluency has been described as a bridge between what two reading components?**
  - a. Decoding and comprehension
  - b. Vocabulary and comprehension
  - c. Phonics and vocabulary
- 4. Which of these is the most important variable in explaining the differences in reading fluency?**
  - a. The proportion of words that the reader recognizes by “sight”
  - b. The reader’s motivation and level of interest in the text
  - c. The size of the reader’s oral vocabulary
- 5. ORF CBM measures overall reading proficiency. What are ORF scores based on?**
  - a. Comprehension of connected text
  - b. Words read correctly per minute
  - c. Expressiveness of oral reading
- 6. All of the following statements about ORF CBM are true except for which one?**
  - a. Data from ORF CBM identify students who are at risk of reading failure.
  - b. Data from ORF CBM identify which students are not making adequate progress.
  - c. Data from ORF CBM provide diagnostic information about the cause of dysfluency.
- 7. How might a teacher use ORF norms?**
  - a. To compare students’ ORF scores to the performance of others in their grade
  - b. To identify the cause of a student’s dysfluent reading
  - c. To see if students’ ORF scores are valid and reliable
- 8. Which of these is an example of prosodic reading?**
  - a. A student equally stresses each word in a sentence.
  - b. A student pauses at the end of clauses and sentences.
  - c. A student often pauses after every word and within words.
- 9. All of the following statements describe possible causes of dysfluent reading except for which one?**
  - a. Lack of sufficient decoding skills
  - b. Limited content knowledge
  - c. Lack of intonation
- 10. When administering ORF CBM, which of these would be scored as an error?**
  - a. Self-correcting an error within three seconds
  - b. Adding a word
  - c. Leaving out a word