

SECTION IV: Reading Fluency

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

- 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. **(pages 321–323)**

- 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 **(page 322)**
 - c. Attain a high level of WCPM

- 3. Fluency has been described as a bridge between what two reading components?**
 - a. Decoding and comprehension **(page 321)**
 - 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” **(page 324)**
 - 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 **(page 329)**
 - 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. **(page 332)**

- 7. How might a teacher use ORF norms?**
 - a. To compare students’ ORF scores to the performance of others in their grade **(page 330)**
 - 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. **(page 334)**
 - 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 **(page 335)**

- 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 **(page 342)**