Reading Fluency Progress Monitor

**Description:** Reading Fluency Progress Monitor (RFPM) allows teachers to monitor students’ fluency development through regular assessment, as often as once a week, using grade-level passages. RFPM requires minimal training, and is a predictor of future performance.

**Publisher:** Read Naturally, Inc.

**Grade levels:** 1-8

**Skills/standards Assessed:** The RFPM assesses student’s reading fluency development.

**Report format/Results Type:** The RFPM provides educators and assessors with graphs and record sheets for manual record keeping and normative data to aide in decision making based on results.

**Research-Based:**
There is convincing evidence for the research-base of this assessment tool. A report provided by the developers describes the development process for this measure and states:

Over the course of three school years (2002-2003, 2003-2004, and 2004-2005), READ NATURALLY field tested dozens of reading passages at each grade level for the purpose of continuous progress monitoring. We [the developers] sent passages to classrooms throughout the country and piloted with a diversity of students. We tested students on these passages as well as on grade level benchmark passages from the Reading Fluency Benchmark Assessor and compared students' words correct per minute (WCPM) on the monitoring passages with their WCPM on the benchmark passages. Some monitoring passages were too hard for a particular grade level and some were too easy. We modified these passages and/or tested them in a different grade. Ultimately, each passage met the benchmark passage in difficulty or we discarded it. We calibrated a total of 30 passages per grade level.” (Read Naturally, Inc., 2008, p. 1)

**Reliable and Valid:**
There is partially convincing evidence for the reliability and validity of this assessment tool. Internal reviews of the technical adequacy of this measure indicate that the tool is reliable and valid; however, there has been no outside, empirical research to support this assertion. The developers’ technical report states:

Correlation data about the progress monitoring passages was compared to each other and to the grade level benchmarks. The correlation between the benchmark and monitoring passages is a measure of validity.

The Reading Fluency Progress Monitor includes 30 fiction and nonfiction passages with strong validity and reliability at each grade level. (Read Naturally, Inc., 2008, p. 1)
Developmentally Appropriate:
Through the development process, the creators of the RFPM field-tested the assessment tool to determine if it is appropriate for the targeted age groups, as reported previously in the research base section of the developer’s report. This information provides convincing evidence that the tool is developmentally appropriate.

Multiple Data Points:
The Reading Fluency Progress Monitor is specifically designed to be sensitive to student improvement and to be utilized as a progress monitoring tool to provide educators with multiple data points of student’s literacy development. The report provided by the developers states:

Reading Fluency Progress Monitor (RFPM) assesses the progress of developing readers who are receiving targeted intervention throughout the year. Progress-monitoring passages should be at students’ instructional level to be most sensitive to reading improvement. Teachers can monitor progress regularly throughout the year (monthly, biweekly, weekly) by assessing, recording, and analyzing the oral reading fluency of their students. (Read Naturally, Inc., 2010)

Aligned with Reading Standards:
There is convincing evidence that RFPM is aligned with state and national reading standards. The RFPM measures one area that is important to students’ literacy development: reading fluency. It assesses students reading fluency by generating student’s words-correct-per-minute (wcpm) score. However, many other important aspects of reading (i.e. comprehension) are not assessed, so RFBA should be used in conjunction with other progress monitoring tools. Additionally, the RFBA reading passages include both narrative and informational texts.

Sensitive and appropriate for differing cultures and needs:
There is no evidence to support this domain for the RFPM assessment tool. Unfortunately there is currently no research or information in support of this standard. The developers and outside researchers have yet to address this standard in the development of their items and determining if the items used are appropriate for individuals of differing cultures or needs. Additionally, the assessment tool does not provide norms that are disaggregated by individuals of differing cultures or needs.

References