

Handouts

UNIT 4, MODULE 1: Administering the Texas Middle School Fluency Assessment

Grade 7 Entry Points for Passage Reading Fluency

Grade 7 Entry Points			
Time Point	Passage 1	Passage 2	Passage 3
Beginning of Year (BOY)	Laura	A Wonderful Friendship	Spreading Wildflowers
Middle of Year (MOY)	An Unusual Job	The King's Gold	Greta Von Trombone
End of Year (EOY)	Underground Town	Coral Reefs	My Invisible Summer

Entry Points for Administrations Occurring Between Assessment Time Points			
Time Point	Passage 1	Passage 2	Passage 3
Between BOY and MOY	Caroline Herschel	Mrs. Mason's Gift	Let's Do It Again
Between MOY and EOY	Caroline Herschel	Let's Do It Again	The Parthenon

GRADE 7

Progress Monitoring Passages August-November

STORY	LEXILE	TEXT TYPE
A SOOTHING SONG	500	N
THE WRITING PENCIL	510	N
TITANIC	550	N
KOALAS	560	E
WHAT WAS AMANDA'S MESSAGE?	590	N
MISTIPPEE	640	N
A FRIEND ON THE TRAIL	650	N
SUNI	660	E
VICKIE AND THE KITTEN	710	N
JANE GOODALL: A FRIEND TO CHIMPANZEES	740	E
A GREAT COMET	780	E
JIM HENSON	800	E
DOLLEY MADISON SAVES THE DAY	830	E
FACES ON THE MOUNTAIN	950	E

GRADE 7**Progress Monitoring Passages December-February**

STORY	LEXILE	
A SOOTHING SONG	500	N
THE WRITING PENCIL	510	N
TITANIC	550	N
KOALAS	560	E
VICKIE AND THE KITTEN	710	N
JANE GOODALL: A FRIEND TO CHIMPANZEES	740	E
A GREAT COMET	780	E
FACES ON THE MOUNTAIN	950	E

N = Narrative passage

E = Expository passage

GRADE 7**Progress Monitoring Passages March-May**

STORY	LEXILE	
A SOOTHING SONG	500	N
THE WRITING PENCIL	510	N
TITANIC	550	N
KOALAS	560	E
VICKIE AND THE KITTEN	710	N
JANE GOODALL: A FRIEND TO CHIMPANZEES	740	E
A GREAT COMET	780	E
FACES ON THE MOUNTAIN	950	E

N = Narrative passage

E = Expository passage

Passage Reading Fluency Subtest: Grade 7 BOY Examiner's Packet

7th Grade Passages

Beginning of Year (BOY) Examiner Packet

Passage 1	<i>Laura</i>
Passage 2	<i>A Wonderful Friendship</i>
Passage 3	<i>Spreading Wildflowers</i>

Directions

Passage 1

"I want you to read this passage out loud and do your best reading. If you get stuck or come to a word you cannot read, I will tell you the word so you can keep reading. When I say 'Stop,' I will ask you to tell me about what you read. Do you understand? ... Okay, you will begin as soon as I turn the page."

- Read the title of the passage.
- Start timing when the student says the first word.
- As he or she is reading, mark any words incorrect that are misread (i.e., substitutions, omissions, reversals, skips, or numerals read incorrectly).
- If the student hesitates for more than 3 seconds on a word, mark it as an error. Provide the word and then say, "Go on."
- If the student skips a line, stop and redirect the student to the beginning of the line. Count the first word of the line as an error. Do not stop the timer.
- After 60 seconds, say, "Stop." Circle the last word read.
- If the student finishes all the words before the time is up, note the time required to read all the words.
- COMPREHENSION RETELL: Give the initial retell prompt: "Can you tell me everything you remember reading in the passage?" Each time the student pauses, use the follow-up prompt ("Do you remember anything else?") until the student can recall no other information.

Passages 2 & 3

"Now try this passage: (Title). Ready? ... Begin."
Follow guidelines listed above.

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Record Sheet: Passage Reading Fluency

Student Name		Date		Gender	
Examiner (and Title)		School		Grade	

Passage 1 *Laura*

Last word read		Word number	
A Time in seconds		Number of errors	
		B Number of words read correctly	
		$(60 \times \mathbf{B}) \div \mathbf{A} = \text{Words correct per minute (WCPM)}$	
		C EQUATED SCORE	
Comprehension Retell			
X Recalled idea units		Y Maximum possible idea units	
		X \div Y = Z PASSAGE RETELL SCORE	

Passage 2 *A Wonderful Friendship*

Last word read		Word number	
A Time in seconds		Number of errors	
		B Number of words read correctly	
		$(60 \times \mathbf{B}) \div \mathbf{A} = \text{WCPM}$	
		C EQUATED SCORE	
Comprehension Retell			
X Recalled idea units		Y Maximum possible idea units	
		X \div Y = Z PASSAGE RETELL SCORE	

Scoring continues on the next page.

Record Sheet: Passage Reading Fluency (cont.)

Student Name

Passage 3 *Spreading Wildflowers*

Last word read	<input type="text"/>	Word number	<input type="text"/>
A Time in seconds	<input type="text"/>	Number of errors	<input type="text"/>
		B Number of words read correctly	<input type="text"/>
		$(60 \times \mathbf{B}) \div \mathbf{A} = \text{WCPM}$	<input type="text"/>
		C EQUATED SCORE	<input type="text"/>
Comprehension Retell			
X Recalled idea units	<input type="text"/>	Y Maximum possible idea units	<input type="text"/>
		$\mathbf{X} \div \mathbf{Y} = \mathbf{Z}$ PASSAGE RETELL SCORE	<input type="text"/>

Total equated scores (add all C 's)	<input type="text"/>
Divide by 3 for AVERAGE EQUATED SCORE	<input type="text"/>

Total passage retell scores (add all Z 's)	<input type="text"/>
Divide by 3 for AVERAGE RETELL SCORE	<input type="text"/>

Laura
Lexile: 600 – 7th Grade BOY #1
Source: TPRI

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Laura Ingalls Wilder is a famous author. She wrote children’s books about pioneer life in the late 19th Century. Laura was born in 1867 in a log house in Wisconsin. She was the second daughter of Charles and Caroline Ingalls. Laura had an older sister named Mary. They were very close. The Ingalls family moved frequently. They went wherever their father could find a job. Shortly after Laura’s birth, the family moved to Missouri. A few years later, they moved to Kansas to start their own farm. A third daughter, Carrie, was born there. When Laura was 13, they left Kansas and returned to Wisconsin to be near family.

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The girls were happy to be there, but their father longed to farm again. So, four years later, in 1874, the family moved to Walnut Grove, Minnesota. They built a house and farmed the land. The three girls had many adventures there. But the family suffered many tragedies as well. During their first year there, Charles had grown a good wheat crop. It was destroyed by grasshoppers. This was repeated the next year as well. The family was blessed by a baby boy in 1875, but he died of an illness at only 9 months. The family suffered yet another tragedy when Mary lost her eyesight as a result of a stroke. That same year, Charles took a job with the railroad. They moved to De Smet in the Dakota Territories. When the railroad job was finished, they acquired some land. He began to farm again. A harsh winter made farming difficult that first year. But they persevered and were able to save enough money to send Mary to a school for the blind.

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When Laura was 15, she earned her teaching certificate. She began teaching at a small school several miles from her home. It was at this time that she met a farmer named Almanzo Wilder. They married three years later. They had a healthy baby girl named Rose. They had many misfortunes as well, however. Severe storms ruined their crops. This forced them into debt. Almanzo worked hard in the fields, but he got sick and became crippled. During this time, Laura was pregnant with their second child. He died shortly after birth, unnamed. Soon after, their house burned down when something in the kitchen caught fire.

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The family then moved to Florida, where the warm conditions improved Almanzo’s health. They eventually returned to De Smet. But, in 1894, they relocated to Missouri. Here they would spend the rest of their lives. They bought a farm there and prospered.

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Laura was a great storyteller. Her daughter Rose convinced her to write her stories so that other children could enjoy them too. Laura did so. In all, she wrote seven children’s books. These comprised her Little House series. They have been widely read and admired. She and Almanzo

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spent the rest of their lives at their Missouri farm. Laura died in 1957, at the age of 90. Their farm is now open for people to visit.

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A Wonderful Friendship
TCLD Title: A Wonderful Friendship
Lexile: 800 – 7th Grade BOY #2
Source: TAAS 2000

- 17 Helen Keller was a young girl who couldn't see or hear. Alexander Graham Bell was the famous
 32 scientist who invented the telephone. These two famous people not only knew each other, but
 together they also opened up new worlds of conversation.
- 41 Helen Keller was born in 1880. When she was a baby, she lost her sight and hearing. Because
 59 of her inability to hear, she did not learn how to speak. Even so, it was clear that she was an
 80 intelligent child and was eager to learn. Keller's family did everything they could to find a way to
 98 educate her.
- 100 When Helen Keller was six years old, her parents took her to see Alexander Graham Bell. He was
 118 well known for his inventions. He was also a teacher of deaf people. He considered teaching to be
 136 his most important work.
- 140 Bell recognized Keller's intelligence. At his suggestion her parents hired a private teacher named
 154 Anne Sullivan. She worked with Keller every day. Through her persistence Sullivan was able to
 169 teach Keller words and their meanings. With a great deal of constant work, Sullivan taught Keller
 185 how to read and write. One of the first letters Keller wrote was to Bell.
- 200 Bell encouraged Keller to learn as much as she could. Sometimes they would go on rides or visit
 218 the zoo. They also shared a love of books. Bell would tell her stories by using his fingers to spell
 238 the letters of words in her hand.
- 245 One day Bell told Keller about his invention called the telephone. He explained how it was
 261 enriching lives. People all over the world benefited by being able to talk to each other when they
 279 were in separate places. Although Keller could not use the phone without help, she understood that
 295 it was important.
- 298 Bell opened a school for deaf students and formed an information center to help people understand
 314 the needs and abilities of deaf people. Keller was very interested in Bell's work with deaf children.
- 331 Keller had worked hard and set goals for herself. Because she wanted to help Bell by telling other
 349 people about his work, she decided to take lessons to learn to speak. When she felt comfortable
 366 speaking in public, she gave a speech at Bell's information center. She told the audience how
 382 happy she was to be able to speak to them about Bell's work with deaf people.

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Bell's invention of the telephone helped hearing people talk to each other. His teaching helped deaf people talk to each other and to the hearing world. His support and instruction helped Keller express herself by writing and even speaking. Helen Keller went on to finish college and became a well-known writer.

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When she wrote a book about her life, Helen Keller dedicated it to Alexander Graham Bell. This was a symbol of their lasting friendship.

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Spreading Wildflowers
TCLD Title: Spreading Wildflowers
Lexile: 910 – 7th Grade BOY #3
Source: TAAS 2001

18 Claudia Taylor was born in Karnack, Texas, in 1912. As a young child she was given the nickname
 Lady Bird. She grew up in the country, and it was there that her lifelong love of nature began.
 37 Throughout her childhood and adult years, she has enjoyed being outdoors, looking for the
 51 beautiful flowers that grow naturally in open fields.

59 In 1929 the state of Texas started a wildflower program. The highway department waited for the
 75 flowers to go to seed before they were mowed. Then the seeds would spread and grow into plants
 93 the next year. Lady Bird enjoyed exploring the countryside in search of different wildflowers. She
 108 continued to do so after moving to Austin in 1930 to attend the University of Texas. Four years
 126 later Lady Bird married Lyndon B. Johnson.

133 In 1964 Lyndon Johnson was running for President of the United States. As he and his wife
 150 traveled around the country, Lady Bird saw beauty as well as blight. Some areas suffered from
 166 neglect and ugliness. When Lady Bird's husband won the election, she wanted to do something to
 182 make the nation's capital look more beautiful. The following year she found a way to do that.

199 Lady Bird helped set up the Committee for a More Beautiful Capital. She was chosen to head the
 217 group of volunteers. They met once a month at the White House to discuss ideas and make plans.
 235 They decided their program could be successful only if people in the community were willing to
 251 get involved. To attract attention, volunteers planted flowers around the city in hundreds of places
 266 that many people passed each day. They encouraged businesses to plant grass, shrubs, and flowers.
 281 They organized cleanups and fix-up projects in neighborhoods. They also tried to improve school
 296 yards and playgrounds. The committee gave awards each year to neighborhoods, businesses, and
 309 public spaces.

311 The ideas of the committee quickly spread across the country. Some states began setting up their
 327 own programs to preserve flowers and to plant new ones. Thanks to Lady Bird, many of these
 344 programs included wildflowers. In the state of Texas, people continued to strengthen the program
 358 that had been adopted almost 40 years before the committee began its work.

371 The Johnsons returned to Texas in 1969. Lady Bird wanted to do something to encourage more
 387 people to plant wildflowers. She knew that little was known about growing these flowers in
 402 gardens and that more research needed to be done.

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In 1970 Lady Bird began a project to make the city of Austin more lovely. A variety of colorful flowers and trees were planted along the banks of a major river. Trails for hiking and biking were

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also added. This project helped inspire the idea for building a center for studying native plants. In

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1982 Lady Bird gave a large sum of money and 60 acres of land near Austin to build the National

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Wildflower Research Center. The purpose of the center was to learn about wildflowers and share

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new information with interested people everywhere. In 1998 Lady Bird was honored for her

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tireless efforts to make our nation more beautiful. The name of the center was changed to the Lady

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Bird Johnson Wildflower Center.

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Passage Fluency Scoring Rules

Follow along on the examiner copy while the student is reading and put a slash (/) through words read incorrectly.

Mispronunciations

Passage	Student Says	Scoring Procedure	Correct Words
The hawk flew to the tree.	"The ha-wik flew to the tree."	The haw k flew to the tree.	5/6

Do not mark as incorrect pronunciations that are culturally or linguistically based.

Substitutions of sounds or words

Passage	Student Says	Scoring Procedure	Correct Words
Joe washed his car.	"Joe watched his car."	Joe washed his car.	3/4

Omissions of sounds or words

Passage	Student Says	Scoring Procedure	Correct Words
People brought their hammers to help.	"People bought their hammers to help."	People brought their hammers to help.	5/6
People brought their hammers to help.	"People brought hammers to help."	People brought the hammers to help.	5/6
He was surprised to see a B-.	"He was surprised to see a B."	He was surprised to see a B- .	6/7
Mary loved to ride horses. Every summer she asked to go to her aunt and uncle's ranch, where she could ride their horse Sadie.	"Mary loved to ride horses. Every summer she asked her aunt and uncle's ranch, where she could ride their horse Sadie."	Mary loved to ride horses. Every summer she asked to go to her aunt and uncle's ranch, where she could ride their horse Sadie.	21/24

Reversals of sounds

Passage	Student Says	Scoring Procedure	Correct Words
The bird fell out of the nest.	"The bird fell out of the nets."	The bird fell out of the nest .	6/7

Reversals of words

Reversals of words count as one error. It is as if the student omitted one word and added another.

Omissions are counted as errors and insertions are not.

Passage	Student Says	Scoring Procedure	Correct Words
Jan walked outside.	"Jan outside walked."	Jan walked <i>walked</i> outside.	2/3

Hesitations

If a student hesitates or struggles with a word **for 3 seconds**, tell the student the word and mark it as incorrect. If necessary, instruct the student to continue reading the passage.

Passage	Student Says	Scoring Procedure	Correct Words
I have a goldfish.	"I have a ... (3-second pause)"	I have a gold fish.	3/4

Hyphenated words

Hyphenated words count as two words if both parts can stand alone as individual words. Hyphenated words count as one word if either part cannot stand alone as an individual word.

Passage	Number of Words
I gave Ben a red yo-yo.	6
We did push-ups, pull-ups, and sit-ups.	9
There is so much to see at Disney-MGM Studios.	10
My sister is in her mid-twenties.	6
I found my favorite t-shirt in my brother's room.	9
As the spoon dropped to the floor, the toddler said, "Uh-oh!"	11

Slashes

Words with a slash count as two words if both parts can stand alone as individual words.

Passage	Number of Words
The warehouse shipped a crate of grains/bread to the store.	11

Acronyms

Acronyms count as one word.

Passage	Number of Words
We visited EPCOT Center on our vacation.	7
MGM owns the world's largest library of modern films.	9

Numerals

Numerals must be read correctly in the context of the sentence.

Passage	Student Says	Scoring Procedure	Correct Words
My father is 36.	"My father is thirty-six."	My father is 36.	4/4
My father is 36.	"My father is three-six."	My father is 36 .	3/4
She wakes up every morning at 5 a.m.	"She wakes up every morning at 5."	She wakes up every morning at 5 a.m.	7/8

Insertions

If a student inserts a word, write the word in the space above the sentence. Do not score as incorrect—the time taken to insert the word is considered enough of a penalty.

Passage	Student Says	Scoring Procedure	Correct Words
She stood in line.	"She stood in the line."	<i>the</i> She stood in line.	4/4

Self-corrections

If the student self-corrects a word, write “SC” above the word and count it as correct.

Passage	Student Says	Scoring Procedure	Correct Words
The bird fell out of the nest.	“The bird fell out of the nets ... nest.”	<div style="text-align: right; margin-right: 20px;">SC</div> The bird fell out of the nest .	7/7

Entry Points for Word Reading Fluency

Standard Entry Points			
Time Point	Easy Word List	Moderate Word List	Challenging Word List
Beginning of Year (BOY)	1	8	15
Middle of Year (MOY)	2	9	16
End of Year (EOY)	3	10	17

Entry Points for Administrations Occurring Between Assessment Time Points			
Time Point	Easy Word List	Moderate Word List	Challenging Word List
Between BOY and MOY	4	11	18
Between MOY and EOY	5	12	19

Word Reading Fluency Subtest: BOY Examiner's Packet

Beginning of Year (BOY) Word Lists

Examiner Packet

Easy	Word List 1
Moderate	Word List 8
Challenging	Word List 15

Directions

Easy Word List

Say, "I want you to read this word list out loud and do your best reading. Begin at the top, and read down the list as fast as you can until I tell you to stop. If you come to a word you cannot read, just skip it and go to the next word. If you skip more than one word, point to the word you are reading next. Do you understand? ... Okay, you will begin as soon as I turn the page."

- Start timing when the student says the first word.
- As he or she is reading, mark any words incorrect that are misread or skipped.
- If the student hesitates for more than 3 seconds on a word, mark it incorrect and say, "Go on" or "Try the next word."
- After 60 seconds, say, "Stop." Circle the last word read.
- If the student finishes all the words before the time is up, note the time required to read all the words.
- If, before the time is up, the student indicates that he or she cannot read any more words, say, "Look over the whole list to see if there are any more words you can read." If the student then indicates that he or she can read no more words, circle the last word read, record the time, and stop testing.

Moderate & Challenging Word Lists

"Now try this list. Ready? ... Begin."

Follow guidelines listed above.

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Record Sheet: Word Reading Fluency

Student Name	Date	Gender
Examiner (and Title)	School	Grade

Easy Word List 1

Last word read	Word number
A Time in seconds	Number of errors
B Number of words read correctly	
$(60 \times \mathbf{B}) \div \mathbf{A} = \text{Words correct per minute (WCPM)}$	
C EQUATED SCORE	

Moderate Word List 8

Last word read	Word number
A Time in seconds	Number of errors
B Number of words read correctly	
$(60 \times \mathbf{B}) \div \mathbf{A} = \text{Words correct per minute (WCPM)}$	
C EQUATED SCORE	

Challenging Word List 15

Last word read	Word number
A Time in seconds	Number of errors
B Number of words read correctly	
$(60 \times \mathbf{B}) \div \mathbf{A} = \text{Words correct per minute (WCPM)}$	
C EQUATED SCORE	

Total equated scores (add all C 's)	
Divide by 3 for AVERAGE EQUATED SCORE	

Beginning of Year (BOY) EASY LIST

Word List 1

1 GUESS	39 TRUST	77 TRAIN	115 GIFT
2 INDIA	40 COSTS	78 SPITE	116 TENSE
3 ADMIT	41 CLOUD	79 NOON	117 GOD
4 GROWS	42 BASED	80 SEAS	118 YARDS
5 VOICE	43 FORTY	81 DOORS	119 PAPER
6 BURST	44 FRESH	82 FRAME	120 HABIT
7 GAME	45 WASH	83 PAIN	121 THIN
8 DIRT	46 SILK	84 FILM	122 AWARE
9 THICK	47 NANCY	85 WIND	123 DAMP
10 ADULT	48 FAINT	86 GUIDE	124 DANCE
11 CATS	49 LAY	87 MILD	125 THROW
12 ADAM	50 WISE	88 ALONE	126 WORRY
13 BABY	51 CAST	89 FLOAT	127 FILE
14 WING	52 SAVED	90 NICE	128 SHIP
15 DIM	53 JOY	91 EARN	129 TEACH
16 MAYBE	54 WOOD	92 WAVES	130 TENT
17 COAST	55 FEELS	93 ROLE	131 CARE
18 SLEPT	56 VARY	94 AUNT	132 TAIL
19 LIES	57 SWEEP	95 STRAW	133 DIG
20 COACH	58 HOUR	96 TOWNS	134 RATE
21 COAT	59 DAILY	97 PLAY	135 TUBES
22 DYING	60 WON	98 SANDY	136 BLOOD
23 TYPE	61 SLIP	99 WALL	137 MINES
24 AVOID	62 NEAT	100 MAPS	138 SKY
25 PILE	63 MASS	101 GIVES	139 STAR
26 SEVEN	64 FENCE	102 STONE	140 BOAT
27 STAY	65 RODE	103 ARM	141 LOW
28 BIRDS	66 REAL	104 SIR	142 BEGIN
29 WIRE	67 TRACK	105 HOLES	143 SHAPE
30 WOUND	68 OBEY	106 FAST	144 AID
31 ADD	69 IMAGE	107 TOUGH	145 ROOTS
32 SINK	70 LOOKS	108 SHADE	146 MINE
33 ROUTE	71 PINK	109 CAPE	147 OWNED
34 HALL	72 TERM	110 BENT	148 PER
35 TRUTH	73 NET	111 LORD	149 TRUNK
36 SIZES	74 HIT	112 DIET	150 PORT
37 FLAT	75 CANAL	113 JAR	
38 LINES	76 TIRED	114 COUNT	

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Beginning of Year (BOY)

MODERATE LIST

Word List 8

1. GREEKS	39. DESTROY	77. PLAYED	115. PALACE
2. CONCERN	40. PLANETS	78. BESIDES	116. SATURDAY
3. OXYGEN	41. MEDICAL	79. SHAPES	117. LOCATION
4. COTTON	42. MILLIONS	80. DANGEROUS	118. FINGER
5. ATLANTIC	43. REPORT	81. GATHERED	119. OFFICIALS
6. MARTIN	44. PERFECTLY	82. SILVER	120. FASTENED
7. FEMALE	45. SHAKING	83. OWNERS	121. SHOULDERS
8. COMFORTABLE	46. SOUTHERN	84. RISING	122. PROPERTY
9. ANNOUNCED	47. CATTLE	85. BOTTLE	123. DRIVER
10. HIGHEST	48. SHADOW	86. GREATEST	124. ATTACK
11. POINTS	49. TRAFFIC	87. CONTINENTS	125. STRUCTURE
12. CHOICE	50. UNDERSTOOD	88. STAYED	126. SHARED
13. PROPERLY	51. DESCRIPTION	89. SPINNING	127. UNIVERSITY
14. DETERMINE	52. ESTABLISHED	90. ISLANDS	128. POPULAR
15. BREAKFAST	53. WILDERNESS	91. PASSES	129. PUZZLED
16. MARKET	54. SEASON	92. CONTINENT	130. NATIVE
17. NIGHTS	55. DAUGHTER	93. ELEMENT	131. NEIGHBOR
18. SPIRITS	56. EXCITEMENT	94. FOOTBALL	132. REGIONS
19. PEOPLE'S	57. PARTLY	95. PLEASURE	133. INCLUDES
20. EARTH'S	58. STRUGGLE	96. HANDED	134. FORESTS
21. COLONY	59. CLASSES	97. MOSTLY	135. NOTEBOOK
22. HUSBAND	60. MOTHER'S	98. CONTINUES	136. HANGING
23. EUROPEANS	61. CHARLES	99. ELECTRONS	137. BRANCHES
24. HUNDREDS	62. COMMUNICATE	100. PRODUCT	138. REMOVED
25. INSECTS	63. LOCATE	101. THOUGHTS	139. PREPARING
26. WILLIAM	64. DETAIL	102. SKILLS	140. EXTREMELY
27. SERIES	65. CREATE	103. CHARGE	141. EXPLORERS
28. TISSUE	66. ARTICLE	104. MISTAKE	142. AIRPLANE
29. STEADILY	67. FARMERS	105. EVERYBODY	143. DRIVEN
30. TRAVELED	68. BRIDGE	106. DEEPLY	144. O'CLOCK
31. SOMEBODY	69. HIGHWAY	107. HADN'T	145. INSTANCE
32. CONTAIN	70. GOVERNOR	108. NODDED	146. SENSES
33. GRADUALLY	71. ALUMINUM	109. STOMACH	147. INVENTION
34. GATHERING	72. CAPTAIN	110. MYSTERIOUS	148. FIERCE
35. YESTERDAY	73. MOTION	111. SQUARE	149. SLAVES
36. CREATURE	74. SUGGESTED	112. COLONISTS	150. COUNTRYSIDE
37. CARVED	75. SLEEPING	113. PASSENGERS	
38. MEMBER	76. SPEECH	114. MOUNTED	

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Beginning of Year (BOY) CHALLENGING LIST

Word List 15

1. TOMORROW'S	39. GANGES	77. HUNDREDTH	115. GRETEL
2. SHAN'T	40. HOMELY	78. SPRINGFIELD	116. DIRECTS
3. MATTED	41. CONIFERS	79. PICKLE	117. MORMON
4. IRRITATION	42. INDIANS'	80. BLONDE	118. NEPTUNE
5. HIKING	43. CORPSES	81. ARCHES	119. OTTERS
6. WHISKED	44. OUTGROWN	82. GREENISH	120. FACULTY
7. MARQUIS	45. PREFIX	83. SNOWSHOES	121. THAT'LL
8. MOWGLI	46. DEFENDING	84. DOMINATED	122. CITIZENSHIP
9. NURSED	47. IRRITABLE	85. POSSESSIVE	123. RAPPED
10. EXTREMES	48. VIRGIN	86. WINDOWSILL	124. SPLINTERED
11. SNORING	49. LUNCHEON	87. JANITOR	125. FIRST-AID
12. MELODY	50. SAUSAGE	88. ATTICUS	126. INQUIRIES
13. IDEALS	51. COMPARES	89. SQUEAK	127. FULFILLED
14. BEAMING	52. MULTIPLIED	90. STEEPLY	128. PLEADING
15. MINNOWS	53. APPLESAUCE	91. INSIGHT	129. GRATEFULLY
16. SCREENED	54. ENGRAVED	92. DOROTHEA	130. MONARCHY
17. GLIMMER	55. DESCEND	93. CHEMISTS	131. DIALECT
18. PITIFUL	56. AROUSE	94. LEAKING	132. HARDEN
19. CIVILIANS	57. ROME'S	95. HARDENS	133. WREATH
20. ESTUARY	58. WHIRLPOOL	96. TRANSITION	134. DEMOCRATS
21. CONSULTING	59. SPARSE	97. PARTIAL	135. EXPORTED
22. TROLLEY	60. REVIEWS	98. SPRINKLE	136. OSWALD
23. SHAVING	61. GRADUATING	99. IODINE	137. SNAKE'S
24. MILDER	62. BYZANTINE	100. CLEVERLY	138. GLIMPSED
25. THEATRE	63. SPOKES	101. LIMPING	139. UNDERLINE
26. HOBBLLED	64. JULIAN	102. ESCORTED	140. BRAZILIAN
27. FEATHERED	65. STARES	103. MATTHIAS	141. JOHANN
28. HEADMASTER	66. KNOCKS	104. SPECIMEN	142. ALTERNATE
29. LASSIE	67. SHOPPERS	105. TYRANT	143. COMPLEXION
30. EXTRACTED	68. SLEIGH	106. REVEALING	144. ICE-CREAM
31. CAMBRIDGE	69. CANADIANS	107. GLUCOSE	145. SICKENING
32. UNDERFOOT	70. INDONESIA	108. WINKING	146. MARTHA'S
33. COLLEAGUES	71. RANCHER	109. ICICLES	147. LOVINGLY
34. CLEVERNESS	72. WELCOMING	110. PARADES	148. BRAMBLES
35. PROMPT	73. GYMNASIUM	111. JENKINS	149. SCREECHING
36. REFRESHING	74. PROVOKED	112. PEELING	150. ADAM'S
37. CHANTED	75. UNFOLD	113. PUBLISH	
38. LEAKED	76. CHARLESTON	114. COMMENCED	

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Unit 4: Diagnostic and Progress Monitoring Data Module 1: Administering the Texas Middle School Fluency Assessment

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