

Fry Oral Reading Test

SKILL ASSESSED

Reading Fluency

Grade Level

1-8

Language

English

Grouping

Individual

Approximate Testing Time

15-20 minutes

Materials

- Record Form (pp. 89-91)
- Student Passages (pp. 92-96)

Testing Tip

Spaces are provided for recording results of retests on the Record Form. Use the same form to monitor progress throughout the year, but use a different-colored pencil to underline mistakes.

Source

From *How to Teach Reading: For Teachers, Parents, Tutors* by Edward Fry. Available from Laguna Beach Educational Books, 1-800-557-6241.

► **WHAT** The *Fry Oral Reading Test* assesses the rate and accuracy with which a student reads text aloud. The test consists of a series of short, graded passages with readability levels from grade 1–7. While administering this test, the examiner is able to evaluate reading rate, and guidelines are provided for determining the student’s independent, instructional, and frustration reading levels based on oral reading errors.

► **WHY** Oral reading gives a good indication of the fluency with which a child is able to read. A gauge of fluency is helpful in selecting appropriate reading materials for a particular student. A student who reads haltingly and makes several reading errors is unlikely to have good comprehension for material of high demand. Knowledge of the level of material that the student is able to read at an even pace and with few reading errors will help in selecting appropriate instructional and independent reading materials. This test is most useful when administered periodically between grades 2 and 8 to determine progress.

► **HOW** Ask the student to read from the passages included in the following pages. Begin at a point where you expect the student will have success. Record errors on the record form.

Count one mistake for each word the student is unable to pronounce. If the student immediately corrects the error, do not count it as a mistake. If the student omits a word, ask the student to read the line again more carefully. Do not supply any hints and do not tell the student the word. If a student misses a word, tell him or her to “go on.”

Underline each word the student cannot pronounce or needs help in pronouncing. Also, note whether the student reads the passage with excessive rapidity or slowness.

When the student has finished reading a passage, count the mistakes and check the box next to the passage that indicates whether the student is reading at the *independent*, *instructional*, or *frustration* level. Also, indicate the speed at which the student has read the passage. Work backward until you locate the student's *independent* reading level. Then, work forward until a passage is reached in which the student's performance falls in the *frustration* level.

After testing is completed, record the results in the spaces provided on the first page of the test. Fill in the highest grade level of material that the student can read at the *independent* and *instructional* levels.

► **WHAT IT MEANS** The *Fry Oral Reading Test* gives an indication of a student's reading fluency by examining oral reading rate and accuracy.

Reading Rate. A slow reading rate is generally accompanied by errors and often signals that comprehension is poor. For students who read slower than average, more practice is needed at the student's instructional level so the student can gain fluency. For such students, efforts should be taken to set reading pace at a point where comprehension does not suffer.

Accuracy. Each passage is labeled with the reading grade level, and criteria for *independent*, *instructional*, and *frustration* reading levels are indicated. If a student's errors place him or her at the *independent* level for passage No. 4, for example, then that student is able to read material of fourth grade readability independently.

There are two passages per grade level for each of first and second grades. For example, for first grade, passages 1-A and 1-B correspond to "easy first grade" and "hard first grade." For each of grades 3–7, a single passage is provided.

While the last passage is marked "grade 7," that level is indicative of popular adult and non-academic or non-technical secondary reading levels. If a student can read that level perfectly, he or she

can most likely do most junior and senior high school reading satisfactorily. For a more accurate determination of reading ability for students reading independently at this level, a silent reading comprehension test is recommended.

See also . . .

**CORE Teaching
Reading Sourcebook,
Section IV: Decoding and
Word Attack**

► **WHAT NEXT?** Students who do well on this test, but perform poorly on the comprehension measure, probably would benefit from systematic instruction in comprehension strategies, and may need vocabulary testing to determine whether or not vocabulary knowledge gaps are impacting comprehension. Students who perform below grade level will need fluency training but will also need further testing to identify the underlying skill weakness. The *San Diego Quick Assessment of Reading Ability*, *CORE Phonics Survey*, or *CORE Phoneme Segmentation Test* will clarify whether word recognition, decoding, or phonemic awareness issues are causing low fluency. Instruction in the underlying skills is then warranted.

Fry Oral Reading Test – Record Form

Name _____ Grade _____ Date _____

		1st Testing	2nd Testing	3rd Testing
		Date	Date	Date
Total Score	Independent Reading Level	Grade	Grade	Grade
	Instructional Reading Level	Grade	Grade	Grade

Directions: Student reads aloud from student copy. Teacher marks this copy. If student can't read a word or mispronounces it, just say "Go on" and count it as an error (underline word). Do not tell the student the missed word. Stop the test when the Frustration level is first reached. Paragraph numbers are grade levels.

			1st Testing	2nd Testing	3rd Testing
No. 1-A	Errors	Level			
Look at the dog.	0-2	Indep.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is big.	3-4	Instr.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It can run.	5-6	Frust.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Run, dog, run away.	Speed	Fast	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Avg.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Slow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		V. Slow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No. 1-B	Errors	Level			
We saw the sun.	0-2	Indep.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It made us warm.	3-4	Instr.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Now it was time to go home.	5-6	Frust.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It was a long way to walk.	Speed	Fast	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Avg.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Slow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		V. Slow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No. 2-A	Errors	Level			
The door of the house opened and a man came out. He had a broom in his hand. He said to the boy sitting there, "Go away." The boy got up and left.	0-2	Indep.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3-4	Instr.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5-6	Frust.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Speed	Fast	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Avg.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Slow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		V. Slow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Fry Oral Reading Test – Record Form

No. 2-B

The family ate their breakfast. Then they gave the pig his breakfast. It was fun to watch him eat. He seemed to like it. He is eating all of it.

		1st Testing	2nd Testing	3rd Testing
Errors	0-2	Indep.	<input type="checkbox"/>	<input type="checkbox"/>
	3-4	Instr.	<input type="checkbox"/>	<input type="checkbox"/>
	5-6	Frustr.	<input type="checkbox"/>	<input type="checkbox"/>
Speed	Fast	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Avg.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Slow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	V. Slow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

No. 3

When the man had gone, the boys were surprised to see how many boxes he had left in their little back yard. Right away they began to pile them on top of each other. They made caves and houses. It took so long that lunch time came before they knew they were hungry.

		1st Testing	2nd Testing	3rd Testing
Errors	0-2	Indep.	<input type="checkbox"/>	<input type="checkbox"/>
	3-4	Instr.	<input type="checkbox"/>	<input type="checkbox"/>
	5-6	Frustr.	<input type="checkbox"/>	<input type="checkbox"/>
Speed	Fast	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Avg.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Slow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	V. Slow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

No. 4

Three more cowboys tried their best to rope and tie a calf as quickly as Red, but none of them came within ten seconds of his time. Then came the long, thin cowboy. He was the last one to enter the contest.

		1st Testing	2nd Testing	3rd Testing
Errors	0-2	Indep.	<input type="checkbox"/>	<input type="checkbox"/>
	3-4	Instr.	<input type="checkbox"/>	<input type="checkbox"/>
	5-6	Frustr.	<input type="checkbox"/>	<input type="checkbox"/>
Speed	Fast	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Avg.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Slow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	V. Slow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

No. 5

High in the hills they came to a wide ledge where trees grew among the rocks. Grass grew in patches and the ground was covered with bits of wood from trees blown over a long time ago and dried by the sun. Down in the valley it was already beginning to get dark.

		1st Testing	2nd Testing	3rd Testing
Errors	0-2	Indep.	<input type="checkbox"/>	<input type="checkbox"/>
	3-4	Instr.	<input type="checkbox"/>	<input type="checkbox"/>
	5-6	Frustr.	<input type="checkbox"/>	<input type="checkbox"/>
Speed	Fast	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Avg.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Slow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	V. Slow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Fry Oral Reading Test – Record Form

No. 6

Businessmen from suburban areas may travel to work in helicopters, land on the roof of an office building, and thus avoid city traffic jams. Families can spend more time at summer homes and mountain cabins through the use of this marvelous craft. People on farms can reach city centers quickly for medical service, shopping, entertainment, or sale of products.

		1st Testing	2nd Testing	3rd Testing
Errors	0-2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3-4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5-6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speed	Fast	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Avg.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Slow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	V. Slow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

No. 7

The President of the United States was speaking. His audience comprised two thousand foreign-born men who had just been admitted to citizenship. They listened intently, their faces aglow with the light of a newborn patriotism, upturned to the calm, intellectual face of the first citizen of the country they now claimed as their own.

		1st Testing	2nd Testing	3rd Testing
Errors	0-2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3-4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5-6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speed	Fast	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Avg.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Slow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	V. Slow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(If the last paragraph is read at the Independent level, use a silent reading test to determine advanced reading levels.)

Fry Oral Reading Test – Student Passages

No. 1-A

Look at the dog.
It is big.
It can run.
Run, dog, run away.

No. 1-B

We saw the sun.
It made us warm.
Now it was time to go home.
It was a long way to walk.

Fry Oral Reading Test – Student Passages

No. 2-A

The door of the house opened and a man came out. He had a broom in his hand. He said to the boy sitting there, “Go away.” The boy got up and left.

No. 2-B

The family ate their breakfast. Then they gave the pig his breakfast. It was fun to watch him eat. He seemed to like it. He is eating all of it.

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No. 3

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