

ORAL READING FLUENCY GRADE 3-4 PROBES

One skill, start to finish: the IEP goal, six timed grade 3-4 passages, and a graph scaled to words correct per minute. Multisyllabic vocabulary, subordinate clauses and dialogue. Fillable PDF.

GRADE 3-4 READING FLUENCY Binder Cover & Divider Tabs

A binder cover, six divider tabs, and a short setup list, so this file drops straight into whatever data folder, binder or shared drive the team already uses.

Binder cover — print and slide into a binder front or a folder tab

STUDENT	CASE MANAGER	SCHOOL YEAR
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GOAL START DATE _____ NEXT REVIEW DATE _____

Cut along the outer edge and use as a binder cover, a folder label, or a clipboard cover for this student's probe folder.

Divider tabs — print, cut along each card, and use to divide a folder or binder into this file's six parts

- 01 Start Here**
The routine and directions, one page.
- 02 The Goal**
The sample goal, the six-part form and the baseline tab.
- 03 Scoring Guide**
The five error codes and the WCPM/accuracy formulas.
- 04 Probe Forms**
Forms A-F, the six rotating timed passages.
- 05 Data & Graph**
The error log, the data log and the WCPM graph.
- 06 Family & Team**
The covalent summary, the family update and the handoff page.

GRADE 3-4 READING FLUENCY Grade 3-4 Fluency — Goal and Directions

Goal, baseline and directions for one skill. Timed: score is words correct per minute and accuracy.

The student reads one of six equivalent grade 3-4 passages (150 to 180 words built from multisyllabic vocabulary, subordinate clauses and dialogue) not loud for a fixed time. The adult marks errors while listening and computes words correct per minute (WCPM) and accuracy from the time elapsed, not a fixed one-minute window.

Sample goal — invent; edit every bracket to fit the student

By [Month 1], when given a grade 3-4 connected-text passage of about [150] words read aloud, [Student] will read [100] words correct per minute with at least [95] percent accuracy on [2] consecutive weekly probes, as measured by teacher-administered Oral Reading Fluency Grade 3-4 probes (forms A-F, page 7).

BY (DATE) _____ CRITERION (WCPM AND ACCURACY PERCENT, TOGETHER) _____

GIVEN (PASSAGE TYPE, ANY ALLOWED SUPPORT) _____ ON _____ OF _____ CONSECUTIVE PROBES _____

STUDENT WILL (READ ALOUD, IN THE WORDS OF THE PROBE) _____ AS MEASURED BY (ORAL READING FLUENCY GRADE 3-4 PROBES, FORMS A-F, PAGE 7)

Baseline: give Forms A, B and C on three days, take the middle WCPM score

BASILINE PROBE 1	BASILINE PROBE 2	MEDIAN WCPM (THE BASILINE)

Benchmarks toward the goal

BENCHMARK	TARGET DATE	TARGET WCPM / ACCURACY	ACTUAL	NET

Giving and scoring the probe

- Same passage set (this file) and the same stop rule. If your team uses one, every session.
- WCPM = words correct ÷ seconds elapsed × 60, rounded to the nearest whole number; words correct ÷ words in the passage × 100 = accuracy.
- Errors are substitutions, omissions and hesitations of 3 seconds or more (supply the word and mark it wrong).

GRADE 3-4 READING FLUENCY Grade 3-4 Fluency Probe — Form A

Form A: a 150-word grade 3-4 passage with multisyllabic vocabulary and more complex sentences, timed, scored by the student.

STUDENT _____ DATE _____ FORM **A** _____ STOP RULE (YOUR TEAM'S, IF ANY) _____

Say "Read this out loud, the best you can. If you get stuck, keep going." Start the timer on the first word and stop it on the last word (or at your team's stop rule).

Maya carried a small pot of soil to the classroom window and set it beside six others. Her teacher had asked every student to plant a bean seed and record what happened each morning in a notebook. "Plants need more than water," her teacher explained, "they also need light and warmth to grow properly." Maya watered her seed carefully every single morning and moved the pot closer to the glass. Several days passed before a tiny green stem finally appeared above the dark soil. Maya was so excited that she almost forgot to measure how tall it had grown. She noticed that the stem leaned toward the window because it was searching for sunlight outside. By the end of the month, Maya had gathered enough notes and drawings to write a full report about her plant. She decided to share her plant and her notebook with the whole class, and several classmates asked if they could grow one too.

150 words — time the whole passage, or stop at your team's stop rule.

WHILE THE STUDENT READS, MARK ON YOUR OWN COPY

S Substitution	O Omission	H Hesitation, 3+ sec	SC Self-correction (counts as correct)	N Insertion (not an error)
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THE USED WITH SEC _____ ERRORS (S + O + H) _____ WORDS CORRECT (S + SC) _____ WCPM CORRECT (S + SC) ÷ 60 _____ ACCURACY (S + SC) ÷ 150 _____

Write all five numbers on the data log (page 14); the same day, plot the WCPM number on the graph.

If the student stops or refuses a word

- Wait about 3 seconds; if nothing comes, supply the word, mark it a hesitation (H), and point to the next.
- Cold read or hot read, and, prosody: COLD (FIRST TIME) OR HOT (PRACTICED)? PROSODY 3-4 (AS YOUR TEAM DEFINES EACH LEVEL)

GRADE 3-4 READING FLUENCY Data Log and Progress Graph

One row per probe. Plot the WCPM number; three points in a row under the aim line is a decision, not a feeling.

STUDENT _____ CRITERION / AIM (WCPM) _____ GOAL DATE _____

WORDS CORRECT PER MINUTE (WCPM), 0 TO 180 — DRAW THE AIM LINE FROM THE BASELINE TO THE CRITERION FIRST, THEN PLOT EACH WEEK

#	DATE	FORM	TIME (SEC)	WORDS CORRECT	WCPM	ACCURACY %	NOTES
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							

EXAMPLE A Filled-In Data Log (Invented Student)

Diego is invented. Twelve weekly probes, WCPM and accuracy climbing together, and the criterion sustained for three probes in a row.

The goal, as written for Diego, fourth grade (invented)

By March 1, when given a grade 3-4 connected-text passage of about 155 words read aloud, Diego will read 105 words correct per minute with at least 95 percent accuracy on 3 consecutive weekly probes, as measured by teacher-administered Oral Reading Fluency Grade 3-4 probes (forms A-F, page 7).

#	DATE	FORM	WORDS	TIME (SEC)	ERRORS	CORRECT	WCPM	ACCURACY %	NOTES
1	9/8	A	159	90	20	139	93	87	baseline
2	9/10	B	154	85	17	137	97	89	baseline
3	9/15	C	151	82	15	136	100	90	baseline (median of 93, 97, 100 = 97)
4	9/17	D	159	78	13	146	112	92	-
5	9/22	E	152	72	11	141	118	93	-
6	9/24	F	150	68	9	141	124	94	-
7	9/29	A	159	62	7	152	147	96	criterion met, 1 of 3
8	10/1	B	154	58	5	149	154	97	criterion met, 2 of 3
9	10/6	C	151	54	3	148	164	98	criterion met, 3 of 3
10	10/8	D	159	52	2	157	181	99	criterion sustained
11	10/13	E	152	50	1	151	181	99	criterion sustained
12	10/15	F	150	48	1	149	186	99	criterion sustained

How to read the log

- Baseline was the median of three forms on three days: 93, 97, 100 WCPM, so 97. Not the average, not the best.
- Session 7 already reached 147-plus WCPM before accuracy cleared 95 percent on the same run, which is why the goal names both numbers together.
- Criterion (105 WCPM at 95 percent accuracy) was met on sessions 7, 8 and 9 (147, 154, 164 WCPM at 96, 97, 98 percent — three in a row).

GRADE 3-4 READING FLUENCY Grade 3-4 Fluency — Family Update & Team Handoff

The page a busy week otherwise means skipping a note home with blanks for your own wording, a handoff sheet for whoever gives the probe when you cannot, and when to reach for each.

STUDENT _____ DATE _____ SENT BY _____

Family update — fill in the blanks and send home or read at a conference

We are tracking oral reading fluency with a short weekly passage read aloud — the same kind of passage every week, so we can use real growth and not just a good or bad day. Two numbers come from it: how many words were read correctly in a minute (WCPM), and how accurate the reading was.

THIS WEEK'S WCPM AND ACCURACY _____ HOW THAT COMPARES TO THE GOAL _____

What is changing at home or school right now, in our own words: _____

Team handoff — for a substitute, a new provider, or a shift change

- The goal is on the goal page near the front of this file; the forms rotate in the order on page 3 (How This Pack Works) — A, B, C, D, E, F, A... never the same form two weeks running.
- Give the next form in the rotation, one-to-one, timed with a stopwatch or phone timer.
- Score it against the scoring guide (page 6): words correct ÷ seconds elapsed × 60 for WCPM, words correct ÷ words in the passage for accuracy — log both the same day; do not average or round.
- Hand the folder back to the regular case manager, who plots the point and makes the call from three points in a row.

Meeting summary sentence — fill in the blanks and drop straight into the progress report

"On weekly oral reading fluency probes, [Student] read _____ words correct per minute at _____ percent accuracy at baseline and _____ words correct per minute at _____ percent accuracy on the most recent probe. Progress is/is not _____."

Goal, baseline, weekly timed probe, error log, graph, decision. One skill.

- 1 **Read the scoring guide once** (page 6) so every adult who gives this probe marks errors the same way and computes WCPM the same way.
- 2 **Baseline.** Give Forms A, B and C on three different days. The middle WCPM score of the three is the baseline; write it on the goal page.
- 3 **Write the goal** from the frame on page 5. Start from the sample and change every bracket: the date, the criterion, the accuracy line, the number of probes.
- 4 **Probe weekly**, rotating the forms (A, B, C, D, E, F, A...). Never the same form two weeks running.
- 5 **Time the whole passage**, start to finish, rather than a fixed one-minute window — that is what keeps a 150-word form and a 165-word form producing comparable WCPM numbers.
- 6 **Log, plot and code the errors** the same day: the raw numbers go on the data log (page 14) and the WCPM is plotted on the graph there; the error pattern goes on the error analysis log (page 13).

What this file is

A fillable PDF: the goal page, scoring guide, error analysis log, data log/graph, caseload page and family/handoff page are type-in fields. It works offline, with no account or subscription.

What this file is not

Not a Google Sheets file, a Google Doc, or an Excel workbook, and not a norm-referenced fluency assessment. It carries no benchmark or “typical” rate for any age or grade; every criterion is a bracket your team fills in from the baseline.

The weekly routine, about five minutes

- ☐ Monday: pull the next form in the rotation (A, B, C, D, E, F, A...).
- ☐ Any day: give the probe one-to-one; a grade 3-4 passage takes about a minute to read.
- ☐ Same day: score it (page 6), log the five numbers (page 14), code the errors (page 13), plot the WCPM.
- ☐ Friday: look at the last three points on the graph before deciding anything changes.

Print and prep

- ☐ One teacher copy per form to mark on; the student reads from a clean copy of the same page.
- ☐ A stopwatch or a phone timer.
- ☐ Keep the goal page, scoring guide and graph for each student at the front of the data folder.
- ☐ The caseload page is one grid for every student on this goal: print it once a month.

Why this pack, and not the Grade 1-2 probes

The store's Oral Reading Fluency Grade 1-2 probes use blends, digraphs and common two-syllable sight words in short passages. This pack is the next step: six longer passages (150 to 180 words) built with multisyllabic vocabulary (discovered, librarian, investigate), subordinate clauses (because, although, while) and dialogue, for a student who has moved past Grade 1-2 text.

Binder Cover & Divider Tabs

A binder cover, six divider tabs, and a short setup list, so this file drops straight into whatever data folder, binder or shared drive the team already uses.

Binder cover — print and slide into a binder front or a folder tab

STUDENT

CASE MANAGER

SCHOOL YEAR

GOAL START DATE

NEXT REVIEW DATE

Cut along the outer edge and use as a binder cover, a folder label, or a clipboard cover for this student's probe folder.

Divider tabs — print, cut along each card, and use to divide a folder or binder into this file's six parts

01 Start Here

The routine and rotation, one page.

02 The Goal

The sample goal, the six-part frame and the baseline table.

03 Scoring Guide

The five error codes and the WCPM/accuracy formulas.

04 Probe Forms

Forms A–F, the six rotating timed passages.

05 Data & Graph

The error log, the data log and the WCPM graph.

06 Family & Team

The caseload summary, the family update and the handoff page.

Before the first probe

- ☐ Write the goal from the sample and change every bracket for this student (page 5).
- ☐ Give the baseline: Forms A, B and C on three different days, before the first plotted point.
- ☐ Share the rotation (A, B, C, D, E, F, A...) with anyone else who might give a form, using the family/team handoff page near the back of this file (page 17).

Grade 3-4 Fluency — Goal and Directions

Goal, baseline and directions for one skill. Timed; score is words correct per minute and accuracy.

The student reads one of six equivalent grade 3-4 passages (150 to 180 words built from multisyllabic vocabulary, subordinate clauses and dialogue) out loud for a fixed time. The adult marks errors while listening and computes words correct per minute (WCPM) and accuracy from the time elapsed, not a fixed one-minute window.

Sample goal — invented; edit every bracket to fit the student

By [March 1], when given a grade 3-4 connected-text passage of about [160] words read aloud, [Student] will read [100] words correct per minute with at least [95] percent accuracy on [3] consecutive weekly probes, as measured by teacher-administered Oral Reading Fluency Grade 3-4 probes (forms A–F, page 7).

BY (DATE)

CRITERION (WCPM AND ACCURACY PERCENT, TOGETHER)

GIVEN (PASSAGE TYPE, ANY ALLOWED SUPPORT)

ON ____ OF ____ CONSECUTIVE PROBES

STUDENT WILL (READ ALOUD, IN THE WORDS OF THE PROBE)

AS MEASURED BY (ORAL READING FLUENCY GRADE 3-4 PROBES, FORMS A–F, PAGE 7)

Baseline: give Forms A, B and C on three days, take the middle WCPM score

BASLINE PROBE 1	BASLINE PROBE 2	BASLINE PROBE 3	MEDIAN WCPM (THE BASELINE)

Benchmarks toward the goal

BENCHMARK	TARGET DATE	TARGET WCPM / ACCURACY	ACTUAL	MET?

Giving and scoring the probe

- ☐ Same passage set (this file) and the same stop rule, if your team uses one, every session.
- ☐ WCPM = words correct ÷ seconds elapsed × 60, rounded to the nearest whole number; words correct = words in the passage – errors.
- ☐ Errors are substitutions, omissions and hesitations of 3 seconds or more (supply the word and mark it wrong). Self-corrections count as correct; insertions are not scored as errors.
- ☐ A criterion needs BOTH numbers to clear together — a WCPM number reached with accuracy still below the line your team wrote does not count.

Scoring accommodations for this student (accepted pronunciations, dialect or articulation differences not counted as errors)

.....

.....

What the errors say to reteach (carry over from the log)

.....

.....

Scoring Guide and Error Codes

Every form in this file is marked with these five codes. Write any accommodations your team is using before the first probe; the forms do not decide for you.

STUDENT

DEFINED BY

DATE DEFINED

CODE	WHAT IT COUNTS
S	Substitution — a different word said in place of the printed one
O	Omission — a word skipped entirely
H	Hesitation — 3 or more seconds of silence; supply the word and mark it wrong
SC	Self-correction — the student catches and fixes an error alone; counts as correct, tallied separately so a pattern of self-correcting is visible
N	Insertion — an extra word added that is not in the passage; not counted as an error, tallied separately

The arithmetic, every time

Words correct = words in the passage (printed on the form) – (S + O + H). **WCPM** = words correct ÷ seconds elapsed × 60, rounded to the nearest whole number. **Accuracy** = words correct ÷ words in the passage, as a percent. Time the WHOLE passage, start to finish, rather than a fixed one-minute window — that is what lets a 150-word form and a 165-word form produce comparable WCPM numbers.

What this page is for

The probe forms print the passage; they do not print a rubric for accent, dialect or articulation differences, because that call belongs to your team, not to this file. Fill this page in once, before the first probe, and score every week the same way. This is not a legal or clinical standard — it is your team's working definition, written down so it does not drift.

Materials

- ☐ A stopwatch or phone timer, visible to the adult, not the student.
- ☐ Two clean copies of the form: one the adult marks on, one the student reads from.
- ☐ A quiet space; note on the log if the session ran somewhere noisier than usual.

Who scores, and when

- ☐ The adult giving the probe scores it the same session, not from memory later.
- ☐ A second scorer checking the error count against this page once a marking period keeps the definitions from drifting.
- ☐ Disagreements are settled by the written rule above, not by the louder opinion.

Accepted pronunciations or dialect variations for this student, written in once

.....

.....

.....

Stop rule this team is using, if any (write it here so every adult follows the same one)

.....

.....

.....

Form A: a 159-word grade 3-4 passage with multisyllabic vocabulary and more complex sentences, timed · scored by the adult, not the student.

STUDENT

DATE

FORM

STOP RULE (YOUR TEAM'S, IF ANY)

A timed · 159 words

Say: "Read this out loud, the best you can. If you get stuck, keep going." Start the timer on the first word and stop it on the last word (or at your team's stop rule).

Maya carried a small pot of soil to the classroom window and set it beside six others. Her teacher had asked every student to plant a bean seed and record what happened each morning in a notebook. "Plants need more than water," her teacher explained, "they also need light and warmth to grow properly." Maya watered her seed carefully every single morning and moved the pot closer to the glass. Several days passed before a tiny green stem finally appeared above the dark soil. Maya was so excited that she almost forgot to measure how tall it had grown. She noticed that the stem leaned toward the window because it was searching for sunlight outside. By the end of the month, Maya had gathered enough notes and drawings to write a full report about her plant. She decided to share her plant and her notebook with the whole class, and several classmates asked if they could grow one too.

159 words — time the whole passage, or stop at your team's stop rule.

WHILE THE STUDENT READS, MARK ON YOUR OWN COPY

S Substitution

O Omission

H Hesitation, 3+ sec

SC Self-correction
(counts as correct)

N Insertion (not an error)

TIME USED

_____ min _____
sec

ERRORS (S + O + H)

WORDS CORRECT (= 159
– ERRORS)

WCPM (CORRECT ÷
SECONDS × 60)

ACCURACY % (CORRECT
÷ 159)

Write all five numbers on the data log (page 14) the same day; plot the WCPM number on the graph.

If the student stops or refuses a word

- ☐ Wait about 3 seconds; if nothing comes, supply the word, mark it a hesitation (H), and point to the next word.
- ☐ A student who is not yet reading multisyllabic words and longer sentences independently may not be ready for this form; note it here and drop back to the Grade 1-2 fluency probe.
- ☐ Never tell the student to sound it out mid-probe — that turns a fluency check into a teaching moment, and the two are timed differently on purpose.

Cold read or hot read, and prosody

**COLD (FIRST TIME) OR
HOT (PRACTICED)?**

**PROSODY 1-4 (AS YOUR
TEAM DEFINES EACH
LEVEL)**

A cold read of a passage the student has not seen is a different number from a hot read; write which it was on the data log (page 14) next to the score.

Twelve rows, one per probe. The count in S, O and H should match the errors number on the data log; the notes column is what tells the teacher what to reteach.

STUDENT

SKILL (AS THE GOAL WORDS IT)

MARKING PERIOD

#	DATE	FORM	S	O	H	SC	N	WHICH WORDS OR PATTERNS KEPT COMING BACK
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								

Why a separate page from the data log

The data log (page 14) answers “is the number going up.” This page answers “what is still going wrong.” A student whose WCPM is climbing while the same multisyllabic word pattern keeps drawing an S is a different teaching problem from one whose errors are scattered — the total on page 14 cannot show that difference on its own.

How to fill it

- ☐ S + O + H should match the errors number on the data log for that session; if it does not, recount before moving on.
- ☐ SC and N are not errors; they are tallied here because a rising SC count (catching mistakes alone) is itself worth seeing.
- ☐ Write the actual words in the last column, not just a count — that is what turns three weeks of data into next week’s lesson.

GRADE 3-4 READING FLUENCY Data Log and Progress Graph

One row per probe. Plot the WCPM number; three points in a row under the aim line is a decision, not a feeling.

STUDENT

CRITERION / AIM (WCPM)

GOAL DATE

[illegible]

EXAMPLE

A Filled-In Data Log (Invented Student)

Diego is invented. Twelve weekly probes, WCPM and accuracy climbing together, and the criterion sustained for three probes in a row.

The goal, as written for Diego, fourth grade (invented)

By March 1, when given a grade 3-4 connected-text passage of about 155 words read aloud, Diego will read 105 words correct per minute with at least 95 percent accuracy on 3 consecutive weekly probes, as measured by teacher-administered Oral Reading Fluency Grade 3-4 probes (forms A–F, page 7).

#	DATE	FORM	WORDS	TIME (SEC)	ERRORS	CORRECT	WCPM	ACCURACY %	NOTES
1	9/8	A	159	90	20	139	93	87	baseline
2	9/10	B	154	85	17	137	97	89	baseline
3	9/15	C	151	82	15	136	100	90	baseline (median of 93, 97, 100 = 97)
4	9/17	D	159	78	13	146	112	92	–
5	9/22	E	152	72	11	141	118	93	–
6	9/24	F	150	68	9	141	124	94	–
7	9/29	A	159	62	7	152	147	96	criterion met, 1 of 3
8	10/1	B	154	58	5	149	154	97	criterion met, 2 of 3
9	10/6	C	151	54	3	148	164	98	criterion met, 3 of 3
10	10/8	D	159	52	2	157	181	99	criterion sustained
11	10/13	E	152	50	1	151	181	99	criterion sustained
12	10/15	F	150	48	1	149	186	99	criterion sustained

How to read the log

- ☐ Baseline was the median of three forms on three days: 93, 97, 100 WCPM, so 97. Not the average, not the best.
- ☐ Session 7 already reached 147-plus WCPM before accuracy cleared 95 percent on the same runs, which is why the goal names both numbers together.
- ☐ Criterion (105 WCPM at 95 percent accuracy) was met on sessions 7, 8 and 9 (147, 154, 164 WCPM at 96, 97, 98 percent) — three in a row.
- ☐ Errors dropped from double digits on the first six probes to 1 by the eleventh; that steady drop, not a single good day, is what the error analysis log (page 13) would show as fewer S and H codes each week.

The progress report sentence this log produces

“On weekly timed grade 3-4 fluency probes, Diego read 97 words correct per minute at 89 percent accuracy at baseline in September and 181 to 186 words correct per minute at 99 to 99 percent accuracy on the two most recent probes in October. Progress is sufficient; the goal of 105 WCPM at 95 percent accuracy on three consecutive probes was met.” Every number in it is on the log above; nothing is from memory.

Grade 3-4 Fluency — Family Update & Team Handoff

The page a busy week otherwise means skipping: a note home with blanks for your own wording, a handoff sheet for whoever gives the probe when you cannot, and when to reach for each.

STUDENT

DATE

SENT BY

Family update — fill in the blanks and send home or read at a conference

We are tracking oral reading fluency with a short weekly passage read aloud — the same kind of passage every week, so we can see real growth and not just a good or bad day. Two numbers come from it: how many words were read correctly in a minute (WCPM), and how accurate the reading was.

THIS WEEK'S WCPM AND ACCURACY

HOW THAT COMPARES TO THE GOAL

What is changing at home or school right now, in our own words:

Team handoff — for a substitute, a new provider, or a shift change

- ☐ The goal is on the goal page near the front of this file; the forms rotate in the order on page 3 (How This Pack Works) — A, B, C, D, E, F, A..., never the same form two weeks running.
- ☐ Give the next form in the rotation, one-to-one, timed with a stopwatch or phone timer.
- ☐ Score it against the scoring guide (page 6): words correct ÷ seconds elapsed × 60 for WCPM, words correct ÷ words in the passage for accuracy — log both the same day; do not average or round.
- ☐ Hand the folder back to the regular case manager, who plots the point and makes the call from three points in a row.

Meeting summary sentence — fill in the blanks and drop straight into the progress report

"On weekly oral reading fluency probes, [Student] read ___ words correct per minute at ___ percent accuracy at baseline and ___ words correct per minute at ___ percent accuracy on the most recent probe. Progress is / is not yet sufficient to meet the goal by [date]."

Fill in the blanks from the data log on page 14; nothing here is from memory.

When to use this page

- ☐ After a graph decision (a change or a raised target): the family or team hears about it the same week, not at the next scheduled meeting.
- ☐ Before a substitute or a new provider covers the caseload, so the weekly probe does not skip a week.
- ☐ At the IEP meeting, as the one sentence that opens the progress update.