

READING FLUENCY TRACKER

WPM, accuracy, and fluency pass over time. A plain tracking sheet for case managers and teachers measuring oral reading performance. Individual, small-group, and caseload data sheets, a fluency mastery log, progress graphs, decision rules, and a family update. Fillable PDF.

SETUP Reading Level and Series Guide

A quick look-up for text levels, reading series (Guided Reading, Fountas & Pinnell, Lexia, Lexile Code), and grade-band expectations. Write in your school's series; use this on every check.

WHICH READING LEVEL SYSTEM DOES YOUR SCHOOL USE?

Examples: "Guided Reading (A-Z)+," "Fountas & Pinnell F&P (A-Z)+," "Lexile Codes (200L-1400L)," "Fountas & Pinnell Benchmark Assessments," "Fountas & Pinnell Grade Level Collections," or "Grade Level."

Our school's reading level system:
Scale or range:

Reference table below: Common level scales and grade expectations by season (fall/winter/spring). These are general benchmarks. Your school may have different expectations based on your curriculum and student population.

At the start of every fluency check, record the LEVEL the student is reading. Over time, you can track both how many levels the student progresses through AND how long it takes at each level — your own program sets what pace to expect, not this file.

SCALE OR MEASURE	RANGE	NOTES OR GRADE BENCHMARKS
Guided Reading Level	A-Z+	Text level scale; write which level was read at each check.
Fountas & Pinnell (F&P)	A-Z+	Same scale; use if your school names levels by F&P (e.g., F&P L).
Lexile Code	BR-1300L	Publisher numeric codes; optional but useful for sharing with other providers.
COMMON GRADE LEVEL BENCHMARKS (End of Year Target)		
Kindergarten	A-E	Fall: A-C, Winter: C-D, Spring: D-E (with fluency pass)
Grade 1	D-I	Fall: D-E, Winter: E-H, Spring: I-I (with fluency pass)
Grade 2	J-M	Fall: J-K, Winter: K-L, Spring: L-M (with fluency pass)
Grade 3	L-O	Fall: L-M, Winter: M-N, Spring: N-O (with fluency pass)
Grade 4	N-Q	Fall: N-O, Winter: O-P, Spring: P-Q (with fluency pass)

TRACKING Individual Fluency Data Sheet

One row per check, up to 20 checks. WPM, accuracy %, text level, fluency pass / needs support, and notes. The detailed version for close monitoring.

One student, tracked weekly or at every check. Copy this page per student. Fill in the student name and level at the top, then add one row per fluency check (one-minute read or a passage, whatever your program uses).

Fill the columns: WPM = words correct per minute (the count your school's reading program uses); Accuracy = the percent; Level = the Guided Reading level or series read; Fluency = Pass or Needs Support; Notes = anything that explains the number (not chosen, support given, missed the check).

Student name: Grade:

DATE	WPM	ACCURACY %	LEVEL	FLUENCY PASS /	NOTES

TRACKING Small-Group Fluency Tracking Sheet

One shared passage list, up to 4 students. WPM and fluency pass checked off as each student reads.

Guided reading, book club, or small-group lesson time. One passage or book, and 4+ students reading together. Write each student's name across the top. For each row, enter the date and passage/book name, then record that student's WPM and fluency pass status. Copy this sheet if you have more than 4 students in one group.

When to use: Every guided reading session, every book club meeting, any time a small group reads the same text. You naturally listen to each student, recording WPM and fluency pass how able one reads.

How to fill: Date / passage title (e.g., "12/15 Frog and Toad p.5-8"), each student's WPM (the count from their one-minute read or their contribution to the group read) and fluency pass (yes/no).

Write the four students' names at the top of the page:

Student 1: Student 2:

Student 3: Student 4:

DATE / PASSAGE TITLE	STUDENT 1 (WPM / PASS)	STUDENT 2 (WPM / PASS)	STUDENT 3 (WPM / PASS)	STUDENT 4 (WPM / PASS)

SUMMARY Caseload Fluency Overview

One row per student: current level, current WPM, target WPM, fluency status, last check date. The whole caseload at a glance.

One check, while caseload at a glance. On this once a month (e.g., the first Friday). You call in each student for a one-minute fluency check at their level. Fill in one row per student: current WPM, accuracy %, level, fluency pass or needs support, and the date.

WPM Benchmarks by Grade (end of year):

Grade 1: 20-40 wpm; Grade 2: 50-80 wpm; Grade 3: 80-100 wpm; Grade 4: 100-120 wpm; Grade 5: 110-140 wpm. (These are from Fountas & Pinnell; your school may have different targets.)

How to fill: Student name — current text level reading — WPM today (from the one-minute check) — target WPM (the goal for the month, from page 8 Caseload Reader) — accuracy % (words correct ÷ total words × 100) — fluency status (pass = on track/expressive, needs support = choppy/awkward expression) — date of check.

Why this page: You check 10-15 students the same day. This is your monthly snapshot. For detailed tracking of one student's progress over weeks, see page 7 (Individual Sheet).

STUDENT NAME	LEVEL	WPM TODAY	TARGET WPM	ACCURACY %	PASS / NEEDS SUPPORT	DATE

HOME Family Fluency Progress Update

A one-page letter home: what level they're reading, current WPM, trend (growing, steady, needs support), and what to practice.

Dear Family,

[Student name] is working hard on reading fluency — that means reading with good speed and smooth expression. Here is what we have seen over the last month:

Current reading level:

Words per minute (WPM): words correct per minute

Accuracy (how many words right): % correct

Trend (how [Student] is doing):

(growing faster, staying steady, or needs more support)

Our next goal:

How you can help at home:

- Read together 10-15 minutes every day. Let [Student] pick the book (comic books, magazines, easy chapter books — anything counts). The goal is time with a book, not a grade.
- Ask [Student] to read ALOUD. You listen. (Silent reading is important, but for fluency we need to hear the voice.)
- Listen for smooth reading, not speed. We care about phrasing and expression, not racing through. If the reading is choppy or word-by-word, that is what we are working on here at school, so be patient.
- If [Student] stumbles on a word, pause. Give [him/her/their] 5 seconds to try to figure it themselves. Only jump in if [he/she/they] asks for help. Learning to solve words independently matters more than getting it perfect.
- Books at level are just right — not too hard, not too easy. If the book is frustrating, pick an easier one. If it is too easy, move up.

SUMMARY Fluency Progress Snapshot

For a team meeting: current WPM, trend since last report, level progression, and fluency status. No graph — counts and trends only.

For team meetings, IEP meetings, or monthly family progress notes: A one-page snapshot of [Student name]'s oral reading fluency progress. No graph or complicated stats — just the key data and trend.

How to fill: Copy the WPM, accuracy, level, and fluency status from your tracking sheets (page 7 or 10) for each review period. A review period might be a week (if you check weekly), a month, or a quarter — whatever matches your program's reporting schedule. Fill in the Trend column (is WPM growing, flat, or declining?). Trend tells the real story: growing WPM and improving fluency mean the instruction is working.

Use this for communication: "Since October, [Student] has moved from level M to level N and improved from 81 wpm to 94 wpm. Fluency pass rate is now 70%, up from 40% in September. [he/she/they] is tracking on pace and ready for independent chapter books."

Copy this table for reports: paste it into a meeting agenda or a family letter so both adults see the same data.

REVIEW PERIOD (DATE OR WEEK)	LEVEL READ	WPM	ACCURACY %	FLUENCY PASS/NEEDS SUPPORT	TREND (GROWING/STEADY/DECLINING)

Three steps: set up the reading plan, pick the sheet that fits your schedule, and plot the data weekly. Everything here is a plain tracker, not a timed benchmark probe.

ONE: SET THE READING PLAN (once per student, in August or at enrollment)

- Page 5: Use the Reading Level and Series Guide to understand your school's text-level system. Note the level scale you use (Guided Reading A–Z+? Fountas & Pinnell F&P? Lexile?).
- Page 6: List the student on the Caseload Fluency Roster. Write in the text level they are reading NOW and the WPM target for that level by the end of the reporting period. Use page 5 to find the benchmark. List when you will check them (weekly? monthly?) and mark the next check due.
- Page 12: Create one row for this student on the Fluency Mastery and Level Goals log. When they pass three fluency checks at the current level, they are ready to move up. Write in who reads with them (teacher? para? SLP?) so you know the best conditions for success.

TWO: PICK THE TRACKING SHEET THAT FITS YOUR SCHEDULE

- **Weekly check, one student at a time:** Use page 7 (Individual Fluency Data Sheet). Copy it per student. Save with the student's name: "Aiden-Fluency-Data.pdf."
- **Quick check when you have no time:** Use page 8 (Quick Fluency Check-In Log). No notes column, just WPM and pass.
- **Group lesson or guided reading time:** Use page 9 (Small-Group Fluency Tracking Sheet). One passage, all students at once. Write the date and passage title, then check off WPM and pass for each reader.
- **Monthly caseload check:** Use page 10 (Caseload Fluency Overview). Check all your students the same day. Update each student's current WPM, level, and pass/support status. Takes 15 minutes for a caseload of 10.

THREE: COLLECT DATA EVERY TIME YOU CHECK

- Have the student read a passage at the appropriate level for one minute (or use your reading program's fluency check procedure).
- Count the words they read correctly (total words minus errors). Write down the WPM.
- Calculate accuracy: $(\text{words correct} \div \text{total words read}) \times 100 = \%$. Write down the accuracy %.
- Note the text level the student read (e.g., "L" for Guided Reading level L, or the program name).
- Mark fluency: Did the student read with appropriate pacing, phrasing, and expression? If YES, mark "Pass." If the reading was choppy, halting, or word-by-word, mark "Needs support."
- Add a note if something mattered: "read faster today," "rereads for meaning," "struggled with compound words," etc.

FOUR: MONITOR PROGRESS

- Once a month, fill out page 13 (Fluency Progress Snapshot) for a team meeting or progress note to families.
- Track when the student earns a level promotion: three consecutive "Pass" fluency checks at the same level means move to the next level (page 12).
- Send the Family Fluency Progress Update (page 11) home every month or quarter so families see growth.

What this is not

This is not a timed fluency probe pack (that is a separate product: goal page, benchmark forms, a scored graph, and caseload summary). This is the running record you keep between timed probes, or instead of them, for a student whose reading plan does not call for a benchmark probe. Example students are invented. Names and numbers are made up.

SETUP

Caseload Fluency Roster

Every student on your caseload working on fluency: reading level, WPM target, fluency status, last check date, next check due.

Every student on your caseload working on oral reading fluency. Fill in once at the start of the year. Update WPM targets at the start of each quarter (use page 5 for grade-level benchmarks). Update status and check dates weekly or monthly. Copy this page if you have more than 20 students.

How to set the WPM target: Find the student's grade on page 5. Find the season we're in (fall/winter/spring). That range is your target. Example: Grade 2 in December (winter) = target 70–80 wpm. Write 75 (the midpoint) as the target.

Columns: Student name · current level reading (Guided Reading J, F&P K, Lexile 450L, etc.) · WPM target for this quarter (from page 5 grade benchmarks) · status now (pass, needs support, intervention) · date of last check · next check due (e.g., "Monday," "10/20," "weekly," "last Tuesday of month").

STUDENT NAME	LEVEL	WPM TARGET	STATUS NOW	LAST CHECK	NEXT CHECK DUE

The fast version: no notes column. Copy per student. When you have five minutes or less, just record the numbers: date, WPM, accuracy %, level, and fluency pass. No room for notes about what mattered – that’s the trade-off.

Student name:

Minimum info: Date · WPM (total words correct per minute) · Accuracy % · Level read · Fluency pass (yes) or needs support (no). Save a copy per student with their name.

[illegible]

Observable-language starters: reading behaviors, fluency, accuracy patterns, support conditions. Every sentence ends in a blank.

Fill in the blanks with what you saw: When you note fluency, use one starter and write what actually happened. Example: “Read with appropriate pacing (not too fast, not too slow) today’s passage went perfectly smooth” or “Struggled with [type of word] multisyllabic words, needed help with ‘butterfly’ and ‘remember’.”

Reading behaviors and pacing

- Read with appropriate pacing (not too fast, not too slow) ____
- Grouped words into meaningful phrases ____
- Used punctuation (commas, periods, question marks) to guide pacing ____
- Paused at commas and periods, not in the middle of phrases ____
- Maintained consistent pace throughout the passage ____
- Adjusted pace when reading dialogue ____

Fluency, expression, and voice

- Read with natural intonation and expression ____
- Raised or lowered voice to match the meaning or emotion ____
- Read dialogue with different voices for different characters ____
- Read in a way that sounded like talking, not word-by-word ____
- Used expression to show excitement or surprise ____
- Read poetry with attention to rhythm and rhyme ____

Accuracy and word-solving

- Reread when words did not make sense ____
- Used context clues to figure out an unknown word ____
- Skipped a hard word and kept reading (did not get stuck) ____
- Stopped and sounded out a word when needed ____
- Used picture clues to decode an unfamiliar word ____
- Asked for help with [specific word or phrase] ____

Supports that helped

- Read smoothly with echo reading (teacher reads, student follows) ____
- Read smoothly with choral reading (teacher and student together) ____
- Read smoothly with a buddy or peer support ____
- Needed a preview of difficult words before reading ____
- Benefited from [type of support: finger pointing, tracking, repeated reading] ____
- Needed support on [type of word: compound, multisyllabic, sight words, dialogue] ____

Progress and trends over time

- WPM increased [number of words] since last period ____
- Fluency improved; fewer rereads and less choppy reading ____
- Expression and intonation are more natural than last month ____
- Accuracy improved on [type of text: narrative, informational, poetry] ____
- Still struggles with [specific skill: multisyllabic words, punctuation, dialogue] ____
- Now reads at level [level] compared to [previous level] [weeks/months] ago ____

For documentation and meeting notes

- Recommendation: [continue same level, move to next level, add fluency support, reassess in 2 weeks] ____
- Instructional focus for next month: [skill or area: expression, pacing, accuracy on complex texts] ____
- Student showed strength in [specific observed skill] and should continue practicing ____
- Family should focus on [practice suggestion: read with expression, listen to the student read, pick easier books] ____
- Next probe or benchmark date: ____

Where these starters go

Use them in the Notes column on the Individual Fluency Data Sheet (page 7), the Caseload Fluency Overview (page 10), or the Family Fluency Progress Update (page 11). A finished starter names a passage, a date, or a specific word — never a conclusion about the student.

ALSO FROM THIS STORE

IEP Goal Tracking Editable

24 pages, fillable PDF: one goal, one year, data sheets for six different goal types, weekly summary, graph, decision rules, and a progress report writer with sentence frames. Everything is collected in one file per student.

Behavior Data Collection Sheets Editable

22 pages, fillable PDF: ten data-sheet shapes for behavior goals, from frequency counts to ABC observation logs. A caseload roster, change-of-plan tracker, a progress snapshot, and a behavior consultation form.

Speech Therapy Data Collection Sheets Editable

26 pages, fillable PDF: session and attendance logistics, articulation and language data sheets, a caseload roster, a progress snapshot, and a family update. Completely fillable.

New products in the Data Tracking collection are added regularly. Follow Bright Path Sped to hear about them first.