ORF Norms: An Update of the Hasbrouck & Tindal Oral Reading Fluency Norms
Jan Hasbrouck, Ph.D.

Let’s begin with some background on ORF:

- What is ORF?
- Common Confusions?
- History?
- Purpose?

ORF = Oral Reading Fluency
One of a number of Curriculum-Based Measures (CBM)
Standardized; research-based
30+ years; research continues
Reading, writing, spelling, math computation

The ABCs of CBM 2nd Ed.
(2016) Hosp, Hosp, & Howell

ORF = Oral Reading Fluency

**Standardized:** Scoring & Administration

- **Errors:** Mispronunciation/Substitution (counted every time); Hesitation/No Attempt (3-5 seconds); Omissions; Transposed words
- **Not Errors:** Self-corrections; Repetitions; Dialect, Speech impediments; Punctuation errors; Insertions
- **Score:** Words Read Correctly per Minute (WCPM) or CWPM
ORF = Oral Reading Fluency

**Standardized:** Scoring & Administration

Never encourage or allow “speed reading”—
Invalidates the score!


Say these specific directions to the student:

“I would like you to read this story aloud for me.
Please start here (point to the first word on the
student’s copy) and read aloud. **This is not a
race.** Try each word. If you come to a word that you
do not know, you may skip it and go to the next word.”


Say to the student:

“When I say ‘Begin,’ start reading aloud at the top of this
page. Read across the page (demonstrate by pointing
across page). Try to read each word. If you come to a word
you don’t know, I’ll tell it to you. **Be sure to do your
best reading.** Are there any questions?”

FROM: AIMSweb Reading CBM Admin & Scoring Guide (2012), p. 6

Follow these directions exactly each time with each
student. Say the words verbatim:

“I would like you to read a story to me. **Please do
your best reading.** If you do not know a word,
I will read the word for you. Keep reading until I say
“stop.” Be ready to tell me all about the story when
you finish.”


"Oral reading fluency in connected text...**is not speed-reading.**"

DIBELS® Next Assessment Manual (2011) p. 76
ORF Common Confusion

# 1

ORF measures fluency

Oral reading fluency assessments were MISNAMED!

Reading fluency is a complex skill:
Reasonably accurate reading at an appropriate rate with suitable expression that leads to accurate and deep comprehension and motivation to read.

Hasbrouck & Glaser, 2012
Reading Fluency: Understanding and Teaching this Complex Skill
www.gha-pd.com

# 2

A higher ORF score is better

Oral reading fluency assessments were MISNAMED!

- ORF essentially measures RATE
- Automaticity? (Hosp & Suchey, 2014)
- Serves as indicator of overall reading proficiency (reading comprehension)
A SERIOUS CONCERN...

“Reading fluency has become a speed reading contest.”

Rasinski & Hamman
Reading Today
August/September 2010

ORF (rate) scores steadily increasing
Rasinski & Hamman (2010)

...which would be a VERY GOOD thing except:

Appropriate RATE (ORF)?

# 1 LIMITED EVIDENCE from research or theory or practice suggests any benefit to reading significantly ABOVE the 50th%ile. Can be detrimental.

# 2 SIGNIFICANT EVIDENCE that it is crucial to help students read with fluency solidly at or very near the 50th%ile to support comprehension and motivation.
Appropriate RATE (ORF)?

Fluent reading should sound like speech.

Stahl & Kuhn (2002)

ORF Common Confusion

# 3

A student with a low ORF score needs a fluency intervention

ORF/WCPM is like a thermometer:

- Reliable
- Valid
- INDICATOR of possible concerns-- but NOT a diagnostic tool!

Some CBM history...

Stan Deno & colleagues
University of Minnesota IRLD 1980s

Building on work of Ogden Lindsley (Precision Teaching) and Edward Gickling (Curriculum Based Assessment):

Precise and systematic methods to evaluate instruction and curricula:
- Focus on directly observable behaviors
- Frequency as a measure of performance
- Charting performance
Goal of the research:
To develop QUICK, classroom-friendly assessments that were RELIABLE and VALID to help teachers:
1. Identify students who MIGHT need academic help.
2. Determine if instruction was EFFECTIVE.

Some CBM history...
Research has continued for the past 30+ years
Fuchs, Fuchs, Hosp, & Jenkins (2001)
Reschly, et al. (2009)
Tindal (2013)
many other studies...

ORF measures have a moderate-to-strong correlation with reading comprehension
WHEN correctly administered!

Goal of the research:
To develop QUICK, classroom-friendly assessments that were RELIABLE and VALID to help teachers:
- Identify students who MIGHT need academic help.
- Determine if instruction was EFFECTIVE.
Norms?  
Benchmarks?

PERCENTILE NORMS  
A ranking of performance on an assessment, often reported from 99 to 1.

BENCHMARK SCORES  
Performances on one assessment are compared to an outcome measure (such as comprehension).  
“Cut scores” - Scores determined to predict “adequate” or “exceptional” performance on the outcome measure.

Some CBM history…

ORIGINALLY: Schools directed to establish building-level norms to develop their own benchmarks, using unpracticed passages from their ACTUAL curriculum materials.

CURRENTLY (two options):  
Assessment-specific norms (DIBELS; AIMSweb; easyCBM, FAST, etc.)  
Large scale (national) norms established using standardized materials that “reflect” typical curriculum.

Hasbrouck & Tindal norms

Study #1
Hasbrouck, J. E. & Tindal, G. (Spring, 1992)
Curriculum-based oral reading fluency norms for students in grades 2-5
Teaching Exceptional Children, 24(3), 41-44

Hasbrouck & Tindal (1992)

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www.gha-pd.com   www.jhasbrouck.com
Study #2
Oral reading fluency norms: A valuable assessment tool for reading teachers
The Reading Teacher, 59(7), 636–644

Study #3
Hasbrouck, J. & Tindal, G. (2017)
An update to compiled ORF norms (Technical Report No. 1702)
Behavioral Research and Teaching
University of Oregon
http://www.brtprojects.org/

Reasonable End-of-Year WCPM Targets

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