

Oral Reading Fluency Norms Grades 1-6				
Grade	Percentile	WCPM ^a Fall	WCPM Winter	WCPM Spring
1	90 th		81	111
	75 th		47	82
	50th		23	53
	25 th		12	28
	10 th		6	15
2	90 th	106	125	142
	75 th	79	100	117
	50th	51	72	89
	25 th	25	42	61
	10 th	11	18	31
3	90 th	128	146	162
	75 th	99	120	137
	50th	71	92	107
	25 th	44	62	78
	10 th	21	36	48
4	90 th	145	166	180
	75 th	119	139	152
	50th	94	112	123
	25 th	68	87	98
	10 th	45	61	72
5	90 th	166	182	194
	75 th	139	156	168
	50th	110	127	139
	25 th	85	99	109
	10 th	61	74	83
6	90 th	177	195	204
	75 th	153	167	177
	50th	127	140	150
	25 th	98	111	122
	10 th	68	82	93

Interpreting screening scores using the ORF norms: Grade 1. In general, first-grade students who are reading 40 or more WCPM on unpracticed text passages are by the end of the year at low risk of future reading difficulty, while students below 40 WCPM are at some risk, and students reading below 20 WCPM are at high risk of failure. We recommend following these guidelines for interpreting first-grade scores.

Research by Good, Simmons, Kame'enui, Kaminski, & Wallin (2002)

Interpreting screening scores using the ORF norms: Grades 2–8. To determine if a student may be having difficulties with reading, the teacher compares the student's WCPM score to the scores from that student's grade level at the closest time period: fall, winter, or spring. On the basis of our field experiences with interpreting ORF screening scores, we recommend that a score falling within 10 words above or below the 50th percentile should be interpreted as within the normal, expected, and appropriate range for a student at that grade level at that time of year, at least for students in grades 2–8.

(source: J. Hasbrouck & G.A. Tindal, *The Reading Teacher*, April, 2006)