



**Wesley Chapel Elementary
Fluency Builders Analysis**

Words Correct per Minute (WCPM)
Decoding Progress
May 23, 2022
[RAW SCORES]

Student	Grade	Screening Date	WCPM	Decoding # Words Correct
A	2	3/29/2022	45	9
A	2	5/20/2022	59	20
B	2	3/30/2022	*	4
B	2	5/18/2022	*	15
C	2	3/29/2022	20	20
C	2	5/19/2022	25	21
D	2	3/30/2022	38	13
D	2	5/19/2022	56	21
E	3	3/30/2022	59	24
E	3	5/19/2022	46	51
F	3	3/30/2022	60	18
F	3	5/20/2022	80	52
G	3	3/31/2022	64	34
G	3	5/20/2022	71	58
H	4	3/30/2022	57	56
H	4	5/19/2022	53	61
I	4	4/4/2022	65	21
I	4	5/20/2022	66	50
J	4	3/30/2022	77	57
J	4	5/20/2022	73	66
K	4	3/28/2022	60	56
K	4	5/20/2022	108	66

NOTES:

* Student "B's" Oral Reading Fluency test was discontinued due to five or more errors in the first paragraph. Per scoring rubric (page 56) each item is to be scored in section four as "1".

Student "E" regressed between the first and second screening in the selected reading passage, possibly due to feeling sick during the second screening.

RESULTS IN WEEKS...NOT YEARS
Interventions that focus on fluency show greater gains in less time in all reading measures.

HIGHLIGHTS OF PROGRESS MADE IN APPROX 6-7 WEEKS
AVERAGE HOURS OF INSTRUCTION: 15

Among the 11 students, there were 25 domains that flipped from At Risk to Not At Risk

7 out of 11 students improved in Words Correct per Minute scores (WCPM), some dramatically. One student gained 48 WCPM, and another 20 WCPM. These scores would represent significant gains for typical readers, but are considered remarkable for dyslexic students.

5 students flipped from At Risk to Not at Risk in Phonological Awareness.

Most of the students improved dramatically in decoding skills, some more than doubling their previous score.

7 students flipped from At Risk to Not at Risk in Pseudoword Decoding, one of the most difficult domains for dyslexic students.

4 students were able to totally eliminate dyslexia-related reading behaviors and several were able to dramatically decrease them. Examples include b/d reversals, substitution of prepositions and articles, slow deliberate reading, fast scrambled and inaccurate reading, multiple self-corrections, weak error detection, and others.

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