

Performance Standards (or fluency aims) Last Updated in 2002

READING

| | |
|---|--------------------------|
| See-Say letter sounds | 120 - 100 sounds-minute |
| See-Say letter names (random order) | 150 – 130 sounds-minute |
| See-Say blends of words | 120 - 80 blends-minute |
| Free-Say alphabet (A - Z; Z- A) | 500 - 400 letters-minute |
| Free-Say letters (random order) | 400+ letters-minute |
| See-say sight words | 120 - 80 words-minute |
| See-say words in isolated phrases or sentences- | 250- 200 words-minute |
| See-say prose words in context (oral reading)- | 250- 200 words-minute |
| Free-say prose words in context (silent reading)- | 900 - 350 words-minute |
| Free-say summarization in students own words | 30 - 20 facts-minute |
| Free-say asking questions (about material read) | 20 - 10 questions-minute |
| Free-say facts about events-objects- ideas | 30 - 15 facts-minute |
| Free-say ideas in a sequence | 40 - 30 facts-minute |
| Free-say nouns (general) | 40+ facts-minute |
| Free-say nouns in the room | 50+ facts-minute |

Phonemic awareness pinpoints.

| | |
|---|--------------------------|
| Hear-say-do segmenting sentences into words | 40 – 20 words-minute |
| Hear-say-do segmenting sentences into words and answering questions | 40 – 20 words-minute |
| Hear-say-do segmenting sentences into words and pointing to a word in a sentence | 40 – 20 words-minute |
| Hear-say-mark segmenting sentences into words and drawing lines for each word | 40 – 20 words-minute |
| Hear-say-do segmenting words into syllables | 50 – 30 syllables-minute |
| Hear-say-do segmenting words into syllables and answering questions | 50 – 30 syllables-minute |
| Hear-say-do segmenting words into syllables and pointing to a syllable given | 50 – 30 syllables-minute |
| Hear-say-mark lines for each syllable in a word and spell the syllable orally | 50 – 30 syllables-minute |
| Hear-say-write (draw) lines for each syllable in a word and write the syllable | 50 – 30 syllables-minute |
| Hear-say-do segmenting words into sounds | 60 – 40 sounds-minute |
| Hear-say-do segmenting words into sounds and answering questions | 60 – 40 sounds -minute |
| Hear-say-do segmenting words into sounds and pointing to a sound given | 60 – 40 sounds -minute |
| Hear-say-mark segmenting words into sounds by making lines | 60 – 40 sounds -minute |

| | |
|--|----------------------|
| Hear-say (blending) a word for syllables given | 15 – 10 words-minute |
| Hear-say-do (blending) sounds into a word (touch or pick up object) | 15 – 10 words-minute |
| Hear-say (blending) sounds into a word | 15 – 10 words-minute |

MATH

| | |
|---|---------------------------|
| See-write numbers (random) | 150 - 100 digits-minute |
| Free-write numbers (0-9 serial) | 160 – 120 digits-minute |
| See-say numbers (random) | 100 - 60 numbers -minute |
| Free-say numbers in a sequence (count by) | 200+ - 150 numbers-minute |
| Hear-write numbers (random) | 170 –100 |
| See-write math facts (simple addition, multiplication,) | 120 - 80 digits-minute |
| See-write math facts (simple, subtraction, division) | 90 - 60 digits-minute |
| See-write math facts (mixed addition, subtraction, multiplication, division) | 35- 55 digits-minute |
| See-Write or See-Say correct symbol in problems | 120 - 80 digits-minute |

SPELLING

| | |
|--|------------------------|
| Hear-write (dictated) lower or upper case letters | 80 - 60 letters-minute |
| Hear-write dictated words | 100- 80 letters-minute |
| Hear-write dictated words | 25 - 15 words-minute |

HANDWRITING

| | |
|------------------|---|
| Dot to dot marks | 50 to 30 marks-minute |
| Tracing digits | 50 to 30 digits-minute |
| Copying digits | 80 to 50 digits-minute |
| Free-write marks | |
| | 300 – 200 Tallies (count by 5's)-minute |
| | 150 – 120 Long loops - minute |
| | 150 – 120 Short loops - minute |
| | 150 – 120 up loop, down loop-minute |
| | 120 – 100 circles-minute |
| | 300+ Connected up down lines-minute |
| | 300+ Connect, overlapping circles-minute |

| | |
|--|----------------------------|
| | 150 – 120 “c’s”-minute |
| Free-write lower case (cursive or manuscript) letters | 90+ letters-minute |
| Free-write upper case (cursive or manuscript) letters | 80 - 60 letters-minute |
| Free-write connected alphabet (cursive) | 150+ letters-minute |
| Hear-write (dictated) lower or upper case letters | 80 - 60 letters-minute |
| Free-write words in a sentence | 20 -15 words-minute |
| See-write words (copy) from a book or blackboard | 20 - 15 words-minute |
| BIG 5 and 4 (FINE MOTOR CONTROL) | |
| Free-wave | 300 – 200 movements-minute |
| Free-aim | 300 – 200 movements-minute |
| Free-tap | 300 – 200 movements-minute |
| Free-Squeeze | 300 – 200 movements-minute |
| Free-get | 300 – 200 movements-minute |
| Free-pump | 300 – 200 movements-minute |
| Free-shake | 300 – 200 movements-minute |
| Free-rub | 300 – 200 movements-minute |
| Free-twist | 300 – 200 movements-minute |
| SPEECH-LANGUAGE | |
| <u>Oral</u> | |
| Free-open – close lips | 294 – 166 movements-minute |
| Free-bilateral smile – retract | 136 – 78 movements-minute |
| Free-pucker lips | 136 – 90 movements-minute |
| Free-open – close mouth | 142 – 74 movements-minute |
| <u>Tongue</u> | |
| Free-alveolar ridge with tongue tip | 208 – 116 movements-minute |
| Free-stick out tongue | 160 – 106 movements-minute |
| Free-lateralize tongue left and right | 176 – 90 movements-minute |
| Free-sweep tongue | 108 – 58 movements-minute |
| CLASSIFICATION | |
| Free-write or Free-say things that are living | 15 – 10 things-minute |
| Free-write or Free-say words that begin with the letter “c” | 10 words-minute |
| Free-write or Free-say read things | 10 things-minute |
| Free-write or Free-say animals with fur | 5 animals -minute |

| | |
|---|-----------------------|
| Free-write or Free-say good smells | 10 good smells-minute |
| Free-write or Free-say sharp things | 10 things-minute |
| Free-write or Free-say old things | 10 things-minute |
| Free-write or Free-say Christmas things | 15 things-minute |
| Free-write or Free-say different noises | 15 noises-minute |

ARRANGING

| | |
|--|------------------------|
| Free-write or Free-say words in alphabetical order | 200 - 100 words-minute |
| Free-write or Free-say words in alphabetical order | 100 words-minute |
| Free-do (move) objects, shapes, colors, sizes, and mixed combinations in order | 20 movements-minute |
| Free-do (move) shortest – tallest; light – heavy; biggest – smallest; dullest – brightest; oldest – youngest; dirtiest – cleanest; warmest – coldest; etc. | 20 movements-minute |
| Free-draw groups using symbols (varies per minute depending on drawn item) | 50 –25 drawings-minute |
| Free-draw 12 brown tents in groups of 4 | |
| Free-draw 9 trees in groups of 3 | |
| Free-draw 15 red balls tents in groups of 5 | |
| Free-draw 20 black cats in groups of 10 | |
| Free-draw 16 orange flowers in groups of 8 | |

MATCHING

| | |
|---|--------------------------------------|
| Free-write or free-say words that mean opposites | 20 opposite words-minute |
| Free-write or free-say words that mean the same | 20 same words-minute |
| Free-write or free-say words that sound the same | 5 same sounding words-minute |
| Free-write or free-say animal and its sound | 20 animal and sound-minute |
| Free-write or free-say animal and its product (e.g., cow-milk) | 20 animal-products-minute |
| Free-write or free-say countries and their capitals | 30 countries-capitals-minute |
| Free-write or free-say inventions and their inventors | 10 inventions-inventors-minute |
| Free-write or free-say cause and effects | 10 cause-effects-minute |
| Free-write or free-say numbers and their written expression | 50 numbers-written expression-minute |
| Free-write or free-say instruments and their sounds | 20 instruments-sounds-minute |

PUTTING TOGETHER AND TAKING APART

| | |
|---|--|
| Write or say parts of a car (e.g., house, plant, etc) | 15 parts-minute |
| Put together parts of a puzzle | 15-30 parts-minute |
| Write or say facts that add us to 50 | 20-50 facts-minute |
| Write or say subtraction facts having a difference of 5 | 20-50 facts-minute |
| Write or say division facts having a quotient of 2 | 20-50 facts-minute |
| Write or say multiplication having a product of 100 | 20-50 facts-minute |
| Write or say complete sentences from fragments | 10-20 sentences-minute |
| Pick things that don't fit in a story, picture or sentence | 5-10 things-minute |
| Write or say pieces of equipment needed in baking (also hockey, riding, sewing, building and fishing) | 20-40 pieces-minute |
| Write or say sentences or sentence fragments | 5 sentences-minute |
| Write or say facts that =10 (all functions) | 10-20 facts-minute |
| Circle words on seek & find sheet | 5 words-minute |
| Draw from doodle (also shapes, letters, etc) | 10-15 drawings-minute |
| Join dots to form picture | 20-30-minute |
| Decode letters in solving messages (also Braille, symbols, etc.) | 15 messages-minute |
| Put words to make story | 15-25 words-minute |
| COMPARISON (LIKENESSES AND DIFFERENCES) | |
| Say or Write words that are opposite | 20 opposite words-minute |
| Say or Write words that are alike | 20 alike words-minute |
| Say or Write similar objects (made of wood-variations) | 20 objects-minute |
| Say or write completion of comparisons (quiet as ..., happy as...) | 20 comparisons-minute |
| Mark differences in letters (e.g. t o t) also shapes, colors, sizes | 40-50 differences-minute |
| Mark differences in pictures | 20-25 differences-minute |
| Mark differences in words | 20-25 differences-minute |
| Mark similarities in letters, shapes, colors & sizes | 20-25 similarities-minute |
| Mark similarities in pictures | 20-25 similarities-minute |
| Mark similarities in words | 20-25 similarities-minute |
| Write or say similarities (differences) | 20-30 differences & similarities-minute |
| Write or say ways of comparing 2 people | 20 comparisons-minute |

| | |
|--|-----------------------|
| Write or say ways of comparing 2 objects | 20 comparisons-minute |
| Write or say ways of comparing countries | 20 comparisons-minute |
| Write or say ways of comparing experiences | 20 comparisons-minute |

QUESTIONS

| | |
|--|------------------------|
| Say or write questions about an object | 10-20 questions-minute |
| Say or write questions beginning with why? (also what, when, where, how and who) | 10 questions-minute |
| Write answers to simple questions | 1-2 answers-minute |
| Groups-20 questions to each answer-count correct & learning opportunity questions | 30-60-minute |

OPINIONS

| | |
|--|-------------------------|
| Write or say feelings after an experience (e.g., trip to Science Center) | 15 feelings-minute |
| Write or say facts after a trip | 10-15 facts-minute |
| Write or say opinions after a situation or story has been read | 5 opinions-minute |
| Write or say different opinions for the question (Is it bad to be poor?) | 5 opinions-minute |
| Determine what is real and unreal | 15-30 statements-minute |
| Use statements that mix reality & the imaginary (e.g., The cow spoke to the young man) | |
| After a story is read, give opinions on what happened | 5 opinions-minute |
| Write or say debate ideas for these topics Capital Punishment Animals in cages Ghosts (both sides, pros-cons) | 10-15 ideas-minute |
| Write or say what makes human beings (group) | 10-100 items-minute |
| Write or say what happens when an animal dies (group) | 5-10 items-minute |
| Write or say how we can help animals in water | 10 ways-minute |
| Write or say how people can help each other | 20 ways-minute |

MISCELLANEOUS

| | |
|-------------------------------|--------------------------|
| Free-select (typing) | 300 – 200 strokes-minute |
| Free-say words (conversation) | 200 – 150 words-minute |

References

(Highest performance standard, or fluency aim, reported from the following sources)

- Beck, R., Conrad, D., & Anderson, P. (1993). *Precision Teaching materials*. Longmont, CO: Sopris West.
- Beck, R., Conrad, D., & Anderson, P. (1996). *Basic Skill Builders Handbook*. Longmont, CO: Sopris West.
- Binder, C., Malabello, G., Desjardins, A. & McManus, R. (1999, May). *Fluency Building Workshop*. Workshop presented at the annual meeting of the Association for Behavior Analysis, Chicago, IL.
- Burgoyne, L. (1982). Oral-Tongue performance standards. *Merrimack Special Education Collaborative*.
- Freeman, G., & Haughton, E. (1993). Building reading fluency across the curriculum. *Journal of Precision Teaching*, 10(2), 29-30.
- Freeman, G., & Haughton, E. (1993). Handwriting fluency. *Journal of Precision Teaching*, 10(2), 31-32.
- Gill, B. (1974). Pupils interrelate ideas. *Special Education in Canada*, 48(4), 18-19.
- Haughton, E. C. (1973). Graduated success to better mathematics. *Special Education in Canada*, 48, 14-21.
- Haughton, E. C. (1974). Oral reading determines accuracy and expression. *Special Education in Canada*, 49, 12-19.
- Learning outcomes handwriting* (1997). Napa, CA: Haughton Learning Materials.
- Mercer, C. D., Mercer, A. R., & Evans, S. (1982). The use of frequency in establishing instructional aims. *Journal of Precision Teaching*, 3(3), 57-63.
- Phonological Coding: Word and syllable awareness* (1996). Napa, CA: Haughton Learning Materials.
- Starlin, C. M. (1979). Evaluation and teaching reading to “irregular” kids. *Iowa Perspective*, Iowa Department of Public Instruction, 1979, 1-11.