**FLUENCY RUBRIC**

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|  | **1** | **2** | **3** | **4** |
| **Expression and Volume** | Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend. | Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend. | Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend. | Reads with varied volume and expression.  The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage. |
| **Phrasing** | Reads word-by-word in a monotone voice. | Reads in two or three word phrases, not adhering to punctuation, stress and intonation. | Reads with a mixture of run-ons, mid sentence pauses for breath, and some choppiness. There is reasonable stress and intonation. | Reads with good phrasing; adhering to punctuation, stress and intonation. |
| **Smoothness** | Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage. | Reads with extended pauses or hesitations. The reader has many “rough spots.” | Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures. | Reads smoothly with some breaks, but self-corrects with difficult words and/ or sentence structures. |
| **Pace** | Reads slowly and laboriously. | Reads moderately slowly. | Reads fast and slow throughout reading. | Reads at a conversational pace throughout the reading. |

Scores of 10 or more indicate that the student is making good progress in fluency. Score \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Scores below 10 indicate that the student needs additional instruction in fluency.