

Multi- Dimensional fluency rubric - Name _____ Date _____

	1	2	3	4
Expression and volume	Reads in a quiet voice. 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, 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 phases, 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. 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 generally at an appropriate rate.	Reads at an appropriate conversational pace.

Scores of 10 or more indicate good progress in fluency Score _____

(Adapted from Zutell, J. and Rasinski T.V. ' Training teachers to attend to their students' oral reading fluency.