

Westside Community Schools Oral Reading Fluency Rubric

2012-13

The PURPOSE of Fluency assesement is to enable comprehension. This rubric may be used for either summative or formative purposes. Anchors for each level of the rubric are posted in the First Class CIA folder. Guidance for formative and summative assessment practices are on the back of this rubric.

	1	2	3	4
Expression	Little sense of how to make text sound like natural language. Tends to read in a quiet voice without variation in tone.	Begins to make text sound like natural language in some areas but not in others. Improper volume and tone.	Makes text sound like natural language throughout the better part of the text. Voice volume and tone change to enhance the meaning of the text.	Makes text sound like natural language throughout the text. Varies volume and tone to match his or her interpretation of the text.
Phrasing	Reads with little sense of phrase boundaries; frequently reads word-by-word.	Reads in 2 and 3 word phrases which break up the meaning. Fails to mark ends of sentences, clauses or phrases.	Reads in meaningful phrases. Occasional choppiness does not distract from the meaning.	Consistently reads with meaningful phrasing. Phrasing is used to match his or her interpretation of the text.
Smoothness	Makes frequent extended pauses, hesitations, false starts, sound-outs, repetitions, and/or multiple attempts.	Experiences several "rough spots" in text where extended pauses or hesitations are disruptive to meaning.	Generally smooth. Occasional breaks due to difficulties with specific words and/or structures are not disruptive to meaning.	Consistently smooth. Resolves word and structure difficulties quickly through self-correction. Rhythm is used to match his or her interpretation of the text.
Pace	Reads overly slow and/or overly fast. Ignores the effect of speed on the meaning of the text.	Generally inappropriate speed for the text. Pays little attention to the effect of pace on the meaning of the text.	Generally appropriate speed for the text. Pays attention to the effect of speed on the meaning of the text.	Appropriate speed throughout the reading. Pace is used to match his or her interpretation of the text.