

# Reading Fluency Rubric



**Notch Hill**  
Learning

## Instructions:

Step 1: Record yourself reading aloud. | Step 2: Mark your current reading fluency levels on this rubric. | Step 3: In pencil, mark a goal for you to get to by the end of the term.

	1	2	3	4
<b>Volume</b>	I read in a quiet voice as if to get words out.	I read in a quiet voice.	I read with volume.	I read with varied volume.
<b>Expression</b>	The reading does not sound natural like talking to a friend.	I sound natural in part of the text, but I do not always sound like I am talking to a friend.	I read with expression but sometimes I slip into expressionless reading and do not sound like I am talking to a friend.	I sound like I am talking to a friend with my voice matching the interpretation of the passage.
<b>Phrasing</b>	I read word-by-word in a monotone voice.	I read in two or three word phrases, not adhering to punctuation, stress and intonation.	I read with a mixture of run-ons, mid sentence pauses for breath, and some choppiness. There is reasonable stress and intonation.	I read with good phrasing; adhering to punctuation, stress and intonation. There is a flow to my reading.
<b>Smoothness</b>	I frequently hesitate while reading, sounding out words, and repeating words or phrases. I make multiple attempts to read the same passage.	I read with extended pauses or hesitations. The have many 'rough spots.'	I read with occasional breaks in rhythm. I have difficulty with specific words and/or sentence structures.	I read smoothly with some breaks, but I self correct with difficult words and/or sentence structures.
<b>Pace</b>	I read slowly and laboriously.	I read moderately slowly.	I read generally at an appropriate rate throughout reading.	I read at an appropriate conversational pace throughout the reading.
<b>Accuracy &amp; Effort</b>	My reading is laboured, If I don't focus on accuracy, I misread words. Reading is effortful	I am automatic with many of the words but have to still watch carefully that I don't misread words. Reading requires some effort.	I am fairly automatic with my words. I focus a little on accuracy. Reading is less work than it used to be.	I am largely automatic with my words. I do not have to think hard about accuracy, I read with little effort.

Scores of 10 or more indicate good progress in fluency. Score: \_\_\_\_\_

Adapted from Zutell, J & Rasinski, T.V (1991), *Theory to practice* 30, 211-217 and Birsch (2011), *Multisensory Teaching of Basic Language Skills*. Fluency in learning to read 293-320.