

FLUENCY

CORE

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WHAT

Fluency is the ability to read text with appropriate phrasing, pacing, attention to punctuation and expression.

WHY

Fluency frees the reader so the meaning of a text can be the focus of attention.

HOW

Before administering the Running Record, familiarize yourself with the fluency rubric. During the administration of the Running Record, observe and record the reader's phrasing, pacing, attention to punctuation and expression. (See fluency rubric on next page.)

FLUENCY RUBRIC

6—Exceptional

- Phrasing and intonation fits passages exceptionally well.
- Pacing is smooth and rapid. It is adjusted effortlessly to suit the reader's purpose. Overall fluency, flow and speed is exceptional.
- Observation of punctuation is consistent in oral reading.
- High degree of expression in oral reading: uses different voices to portray characters.

5—Strong

- Phrasing is similar to spoken language.
- Pacing is smooth and speed is above average level of peers.
- Punctuation is observed.
- Expression is similar to oral language.

4—Capable

- Phrasing is generally appropriate.
- There is efficiency and ability to achieve reading fluency that is comfortably age/grade appropriate.
- Observation of punctuation is generally appropriate.
- There is evidence of expression, especially during dialog.

3—Developing

- Phrasing lacks the sound of spoken language.
- Pacing may be choppy, affecting speed; overall flow is developing.
- Punctuation is sometimes observed.
- Expression and intonation are beginning to develop.

2—Limited

- Halting phrasing; lacks the sound of spoken language.
- Overall flow and pacing need improvement.
- Attention to punctuation is observed only occasionally.
- Expression and appropriate intonation is limited.

1—Word-by Word

- Lacks fluency
- Pacing may be painfully slow, choppy and difficult, requiring much support.
- Punctuation may not be observed.
- Monotone expression and robotic-sounding intonation may exist.

NOTE:

You will have a student who reads quickly and accurately, though does not use expression, phrasing, or punctuation to his/her best advantage as needed. You will adjust your meaning-based instruction to meet these needs, presently not scoring him/her above a 4.