

San Diego City Schools
Literacy, Biliteracy and English Learner Support
And Social Studies

ASSESSING FLUENCY*

(From Houghton Mifflin Leveled Reading Passages Assessment Kit)

Fluency is a measure of reading that goes beyond rate. It includes attention to the grouping of words or phrasing, flow, and expressiveness. It reflects students' attention to meaning as well as their ability to decode.

Scoring fluency requires you to make a judgment. The Fluency Scoring Rubric below will give you guidance in making that judgment. In general, students who score a 3 or 4 are judged to have adequate fluency. Those scoring 1 or 2 are exhibiting some difficulty. Note that students do not have to read flawlessly to score a 4.

You will probably find it easier to get an accurate score if you record it immediately after the student's oral reading or after listening to the tape recording.

FLUENCY SCORING RUBRIC*

- 4** = Reads primarily in larger, meaningful phrases. Although the student may make some errors or repetitions, these do not appear to detract from the overall structure of the story. Most of the story is read with expressive interpretation, guided by meaning and punctuation.
- 3** = Reads primarily in three- or four-word phrases, although there are some word-by-word slowdowns. However, the majority of phrasing seems appropriate and preserves the author's meaning. Some expressive interpretation is evident.
- 2** = Reads primarily in two-word phrases with some three- and four-word groupings. Some word-by-word reading may be present. Word groupings may seem awkward and unrelated to meaning. Little expressive interpretation is evident.
- 1** = Reads primarily word by word. Two- or three-word phrases may occur occasionally, but these are infrequent and/or they do not preserve meaning. No expression is evident.