

MULTIDIMENSIONAL FLUENCY SCALE*

Use the following rubric (1-4) to rate reader fluency in the areas of expression and volume, phrasing, smoothness, and pace.

A. Expression and Volume

1~ Reads words as if simply to get them out. Little sense of trying to make text sound like natural language. Tends to read in a quiet voice.

2~ Begins to use voice to make text sound like natural language in some areas of the text but not in others. Focus remains largely on pronouncing the words. Still reads in a quiet voice.

3~ Makes text sound like natural language throughout the better part of the passage. Occasionally slips into expressionless reading. Voice volume is generally appropriate throughout the text.

4~ Reads with good expression and enthusiasm throughout the text. Varies expression and volume to match his or her interpretation of the passage.

B. Phrasing

1~ Reads in monotone with little sense of phrase boundaries; frequently reads word-by-word.

2~ Frequently reads in two- and three-word phrases, giving the impression of choppy reading; improper stress and intonation fail to mark ends of sentences and clauses.

3~ Reads with a mixture of run-ons, mid-sentence pauses for breath, and some choppiness; reasonable stress and intonation.

4~ Generally reads with good phrasing, mostly in clause and sentence units, with adequate attention to expression.

C. Smoothness

1~ Makes frequent extended pauses, hesitations, false starts, sound-outs, repetitions, and/or multiple attempts.

2~ Experiences several "rough spots" in text where extended pauses or hesitations are more frequent and disruptive.

3~ Occasionally breaks smooth rhythm because of difficulties with specific words and/or structures.

4~ Generally reads smoothly with some breaks, but resolves work and structure difficulties quickly, usually through self-correction.

D. Pace

1~ Reads slowly and laboriously.

2~ Reads moderately slowly.

3~ Reads with an uneven mixture of fast and slow pace.

4~ Consistently reads at conversational pace: appropriate rate throughout reading.

SCORES RANGE 4-16:

Generally, scores below 8 indicate that fluency may be a concern.

Scores of 8 or above indicate that the student is making good progress in fluency.

** ADAPTED FROM ZUTELL AND RASINSKI 1991*