

# FLUENCY

# CORE

## FLUENCY

### **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.

## 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.