

# Reading Fluency-Expression

Student Name: \_\_\_\_\_

Reading fluency is more than just reading fast. It is also the ability to interpret a text with appropriate phrasing and expression. You can measure this dimension of fluency by listening to the student's 60-second oral reading and rating it on the Multidimensional Fluency Scale below. Initially you may need to tape record the student's reading and listen to it in order to provide a rating for each of the four scales. Soon, however, you will be able to score the scales on the spot.

At the beginning of the school year, it is not unusual for students to score in the bottom half of each of the fluency dimensions (i.e., to have a total fluency score of 8 or below). However, by the end of the school year, students should be rated in the top half in each dimension when they are reading grade-level material (i.e., they should be able to achieve a total fluency score of 9 or above). End-of-year reading in the bottom half of any of the fluency dimensions, or a total fluency score of 8 or less, may indicate a need for additional assessment or instructional intervention. The Multidimensional Fluency Scale is also useful for helping students evaluate their own reading and in developing their own understanding of fluency in reading.

Rating	Expression and Volume	Phrasing and Intonation	Smoothness	Pace
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.	Reads in a monotone with little sense of phrase boundaries; frequently reads word-by-word.	Makes frequent extended pauses, hesitations, false starts, sound-outs, repetitions, and/or multiple attempts.	Reads slowly and laboriously. 89 or less wcpm
2	Begins to use voice to make text sound like natural language in some areas but not in others. Focus remains largely on pronouncing the words. Still reads in a quiet voice.	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.	Experiences several "rough spots" in text where extended pauses or hesitations are more frequent and disruptive.	Reads moderately slowly or too quickly. 90-99 wcpm
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.	Reads with a mixture of run-ons, mid-sentence pauses for breath, and some choppiness; reasonable stress and intonation.	Occasionally breaks smooth rhythm because of difficulties with specific words and/or structures.	Reads with an uneven mixture of fast and slow pace. 100-125 wcpm
4	Reads with good expression and enthusiasm throughout the text. Varies expression and volume to match his or her interpretation of the passage.	Generally reads with good phrasing, mostly in clause and sentence units.	Generally reads smoothly with some breaks, but resolves word and structure difficulties quickly, usually through self-correction.	Consistently reads at conversational pace; appropriate rate throughout reading. 126 or higher wcpm
TOTALS	Expression and Volume Score: _____	Phrasing and Intonation Score: _____	Smoothness Score: _____	Pace Score: _____

Total Score: \_\_\_\_\_

Notes	4	3	2	1
See Multidimensional Fluency Scale on Angel. Average 4 area scores to get fluency score for report card.	Scores 4 on the Multidimensional Fluency Scale (3.7 or above).	Scores 3 on the Multidimensional Fluency Scale. (2.7 or above)	Scores 2 on the Multidimensional Fluency Scale. (1.7 or above)	Scores 1 on the Multidimensional Fluency Scale. (Less than 1.7)

developed the format above for the scale.