The Qualitative Dimensions of Fluency Rubric

Record the text, text level, and date. Observe the student reading aloud and use the rubric to designate whether the student demonstrates high, medium, or low fluency for the piece. Also ask one or two questions to develop insight into the student's comprehension.

Possible prompts for assessing comprehension: What did the author teach? What happened?

Student: _____ Date: _____

Text: _____ Text Level: _____

Comprehension			
Understandings Demonstrated	**Low**	**Medium**	**High**
	Few key concepts or ideas mentioned	Some key concepts or ideas mentioned	Key concepts or ideas mentioned
Fluency			
Elements of Fluency Demonstrated	**Low**	**Medium**	**High**
• Phrasing	Little or no meaningful phrasing	Some reading in meaningful phrases	Reads in meaningful phrases, attending to punctuation
• Smoothness • Pace	Little or no smooth reading and conversational pacing	Some smooth reading and conversational pacing	Reads smoothly, at a conversational pace
• Expression	Little or no natural or expressive reading	Some expressive reading	Reads expressively, varying expression as appropriate

Fluency rubric based on Rasinski (2004).

The Quantitative Dimension of Fluency Scale: Appropriate Ranges for Words Correct Per Minute

Observe the student reading aloud a grade-level text. Record the text, text level, and date. Use the rubric to designate the student's words correct per minute (WCPM) and to determine whether the student falls within the expected range for the grade level.

Grade	Fall WCPM	Winter WCPM	Spring WCPM
1			40 minimum
2	41–61	62–82	79–99
3	61–81	82–102	97–117
4	84–104	92–122	113–133
5	100–120	117–137	129–149

Based on research conducted by Hasbrouck and Tindal (2006).

Notes:

Quantitative Changes in Fluency over Time

To observe quantitative changes in fluency, choose four carefully leveled texts (one for each quarter) and use them to assess the number of words read correctly per minute. Use the same level over time, rather than moving to harder text as students develop. The level can be chosen based on the grade you teach or based on initial assessments.

List Children's Names	Text Level Used	First Quarter	Second Quarter	Third Quarter	Fourth Quarter