

Fluency Rubric

	 Pre-fluency	 Foundations of fluency	 Newly Fluent	 Truly Fluent
Expression and intonation	Mostly flat, monotone reading. Little variation in pitch.	Some words read with speech-like tones; some monotonic reading. Pitch sometimes varied - sometimes appropriately.	Mostly appropriate pitch and intonation. Speech-like delivery for the most part. Volume largely appropriate for audience.	Appropriate expression used throughout. Intonation and pitch demonstrates understanding of voice of text. Consistently speech like.
Phrasing	Word by word reading. Most words equally stressed. Very little awareness of phrase boundaries shown.	Some meaningful phrase reading – some ‘scooping’ of two or three word phrases. Some use of stress for emphasis. Growing syntactic awareness.	Mostly meaningful phrase reading. Some lapses e.g. stopping to breath in a long clause. Appropriate use of stress for effect in response to overt cues.	Consistently meaningful phrase reading – phrase, clause and sentence elements reflected in reading.
Fluidity	Laboured reading. Slow in pace. Frequent pauses between words; some unduly long pauses. False starts/restarts and overt decoding.	Choppy reading as phrasing moves beyond simple word-by-word reading. Some hesitant reading. Some overt decoding. Re-reading for problem solving may be present.	Often smooth reading – sometimes less so due to unfamiliar words or more complex language features. Re-reading for problem solving may be present.	Mostly smooth reading – points of difficulty are attended to rapidly and smooth reading resumed.
Regard to punctuation	Very little awareness of punctuation shown; attending primarily to word decoding.	Growing awareness of punctuation – boundaries between sentences.	Mostly appropriate response to punctuation – some lapses especially in complex structures.	Consistent and appropriate response to punctuation generally, and to other boundaries in poetry.