

# Multidimensional Fluency Scale

	4 Excelling	3 Proficient	2 Approaching	1 Developing
<b>E</b> <b>Expression</b> <ul style="list-style-type: none"> <li>✓ expression matches meaning</li> <li>✓ varied volume, intonation, and tone</li> <li>✓ reads with confidence</li> <li>✓ natural sounding</li> </ul>	<ul style="list-style-type: none"> <li>• consistently uses expression through varied intonation, volume, and tone to match meaning</li> <li>• reads with confidence</li> <li>• is natural-sounding and easy to understand</li> </ul>	<ul style="list-style-type: none"> <li>• mostly uses expression by sometimes varying intonation, volume, and tone to match meaning</li> <li>• shows confidence but inconsistently</li> <li>• is mostly natural-sounding and easy to understand</li> </ul>	<ul style="list-style-type: none"> <li>• attempts expression, but is inconsistent and often does not match the meaning</li> <li>• lacks confidence, reads quietly</li> <li>• primarily focuses on saying the words correctly</li> </ul>	<ul style="list-style-type: none"> <li>• pays minimal or no attention to expression</li> <li>• reads in a quiet and monotone voice</li> <li>• reads words as if simply trying to get them out</li> </ul>
<b>A</b> <b>Automatic Word Recognition</b> <ul style="list-style-type: none"> <li>✓ reads automatically</li> <li>✓ reads effortlessly</li> <li>✓ pace matches text (rate)</li> </ul>	<ul style="list-style-type: none"> <li>• reads nearly all words automatically and effortlessly</li> <li>• uses a pace that is consistently conversational and appropriate for the nature of the text</li> <li>• number of words read per minute matches grade-level requirement. See “Target Fluency Ranges” table on page 19</li> </ul>	<ul style="list-style-type: none"> <li>• reads most words automatically and effortlessly</li> <li>• uses a mixture of conversational and slow reading</li> <li>• number of words read per minute meets grade-level requirement. See “Target Fluency Ranges” table on page 19</li> </ul>	<ul style="list-style-type: none"> <li>• does not read most words automatically and has to stop to recognize words</li> <li>• reads at a moderately slow pace</li> <li>• number of words read per minute is below grade-level requirement. See “Target Fluency Ranges” table on page 19</li> </ul>	<ul style="list-style-type: none"> <li>• does not read words automatically and has to stop frequently to recognize words</li> <li>• reads at an excessively slow and laborious pace</li> <li>• number of words read is well below grade-level requirement. See “Target Fluency Ranges” table on page 19</li> </ul>
<b>R</b> <b>Rhythm and Phrasing</b> <ul style="list-style-type: none"> <li>✓ reads phrase-by-phrase chunks</li> <li>✓ attention to punctuation with intonation and pauses</li> <li>✓ easy to listen to</li> </ul>	<ul style="list-style-type: none"> <li>• reads primarily in phrases, chunks, and sentence units</li> <li>• pays attention to intonation and pauses at punctuation consistently and accurately</li> </ul>	<ul style="list-style-type: none"> <li>• reads with some chopiness, but is generally able to go phrase by phrase</li> <li>• pays attention to intonation and usually pauses at punctuation consistently and accurately</li> </ul>	<ul style="list-style-type: none"> <li>• reads in two- and three-word phrases frequently</li> <li>• reads with chopiness</li> <li>• often exhibits improper intonation and pauses at punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• reads word by word frequently</li> <li>• reads in a monotone manner</li> <li>• shows little sense of phrase boundaries</li> <li>• exhibits improper intonation and pauses at punctuation</li> </ul>
<b>S</b> <b>Smoothness</b> <ul style="list-style-type: none"> <li>✓ smooth-sounding with flow</li> <li>✓ accurate word recognition</li> <li>✓ minimal hesitations</li> <li>✓ self-corrects</li> </ul>	<ul style="list-style-type: none"> <li>• reads nearly all words accurately</li> <li>• reads smoothly, with minimal hesitations</li> <li>• has few word and structure difficulties and corrects quickly</li> </ul>	<ul style="list-style-type: none"> <li>• reads most words accurately</li> <li>• breaks occasionally from smoothness and hesitates</li> <li>• has a few difficulties with specific words and/or structures, but they do not impede overall flow</li> </ul>	<ul style="list-style-type: none"> <li>• struggles to read words accurately</li> <li>• pauses and hesitates frequently at “rough spots” in text, which disrupts the overall flow</li> </ul>	<ul style="list-style-type: none"> <li>• requires frequent assistance for inaccuracies: long pauses, insertions, mispronunciation, omissions, false starts, sound-outs, and repetitions</li> <li>• is unaware of mistakes</li> </ul>