

Multidimensional Fluency Scale

	4 Excelling	3 Proficient	2 Approaching	1 Developing
<p>E</p> <p>Expression</p> <ul style="list-style-type: none"> ✓ expression matches meaning ✓ varied volume, intonation, and tone ✓ reads with confidence ✓ natural sounding 	<ul style="list-style-type: none"> • consistently uses expression through varied intonation, volume, and tone to match meaning • reads with confidence • is natural-sounding and easy to understand 	<ul style="list-style-type: none"> • mostly uses expression by sometimes varying intonation, volume, and tone to match meaning • shows confidence but inconsistently • is mostly natural-sounding and easy to understand 	<ul style="list-style-type: none"> • attempts expression, but is inconsistent and often does not match the meaning • lacks confidence, reads quietly • primarily focuses on saying the words correctly 	<ul style="list-style-type: none"> • pays minimal or no attention to expression • reads in a quiet and monotone voice • reads words as if simply to get them out
<p>A</p> <p>Automatic Word Recognition</p> <ul style="list-style-type: none"> ✓ reads automatically ✓ reads effortlessly ✓ pace matches text (rate) 	<ul style="list-style-type: none"> • reads nearly all words automatically and effortlessly • uses a pace that is consistently conversational and appropriate for the nature of the text • number of words read per minute matches grade-level requirement. See “Target Fluency Ranges” table on page 16 	<ul style="list-style-type: none"> • reads most words automatically and effortlessly • uses a mixture of conversational and slow reading • number of words read per minute meets grade-level requirement. See “Target Fluency Ranges” table on page 16 	<ul style="list-style-type: none"> • does not read most words automatically and has to stop to recognize words • reads at a moderately slow pace • number of words read per minute is below grade-level requirement. See “Target Fluency Ranges” table on page 16 	<ul style="list-style-type: none"> • does not read words automatically and has to stop frequently to recognize words • reads at an excessively slow and laborious pace • number of words read is well below grade-level requirement. See “Target Fluency Ranges” table on page 16
<p>R</p> <p>Rhythm and Phrasing</p> <ul style="list-style-type: none"> ✓ reads phrase-by-phrase chunks” ✓ attention to punctuation with intonation and pauses ✓ easy to listen to 	<ul style="list-style-type: none"> • reads primarily in phrases, chunks, and sentence units • pays attention to intonation and pauses at punctuation consistently and accurately 	<ul style="list-style-type: none"> • reads with some chopiness, but is generally able to go phrase by phrase • pays attention to intonation and usually pauses at punctuation consistently and accurately 	<ul style="list-style-type: none"> • reads in two- and three-word phrases frequently • reads with chopiness • often exhibits improper intonation and pauses at punctuation 	<ul style="list-style-type: none"> • reads word by word frequently • reads in a monotonic manner • shows little sense of phrase boundaries • exhibits improper intonation and pauses at punctuation
<p>S</p> <p>Smoothness</p> <ul style="list-style-type: none"> ✓ smooth-sounding with flow ✓ accurate word recognition ✓ minimal hesitations ✓ self-corrects 	<ul style="list-style-type: none"> • reads nearly all words accurately • reads smoothly, with minimal hesitations • has few word and structure difficulties and corrects quickly 	<ul style="list-style-type: none"> • reads most words accurately • breaks occasionally from smoothness and hesitates • has a few difficulties with specific words and/or structures, but they do not impede overall flow 	<ul style="list-style-type: none"> • struggles to read words accurately • pauses and hesitates frequently at “rough spots” in text, which disrupts the overall flow 	<ul style="list-style-type: none"> • requires frequent assistance for inaccuracies: long pauses, insertions, mispronunciation, omissions, false starts, sound-outs, repetitions • is unaware of mistakes

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