

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Evaluator: \_\_\_\_\_ Title of Text: \_\_\_\_\_

# Student Fluency Evaluation: EARS

## Grades 3–5



### Expression

**Watch your volume and tone. Be confident and natural!**

- Reads with no expression.
- Reads with a little expression.
- Reads with too much expression.
- Reads with just-right, meaningful expression.



### Automatic Word Recognition

**Read effortlessly and at a good pace!**

- Pace is too slow. Words are not read automatically.
- Pace is too fast and does not sound conversational.
- Reads words automatically, at the right pace.



### Rhythm and Phrasing

**Go phrase by phrase. Pay attention to punctuation. Be easy on the ear!**

- Reading is choppy.
- Reads in awkward word chunks.
- Reads with few or no breaks.
- Reads with rhythm, phrase by phrase.



### Smoothness

**Sound smooth, go with the flow, and fix mistakes!**

- Struggles with a lot of words.
- Knows some words, but not all.
- Knows most words and fixes mistakes. Reading is smooth!

Name of Reader: \_\_\_\_\_ Name of Evaluator: \_\_\_\_\_

Title of Text: \_\_\_\_\_

# Student Fluency Evaluation: EARS

## Grades 6–8

Choose the box that best describes the reading done by the reader.



### Expression

**Watch your volume and tone. Be confident and natural!**

4	3	2	0–1
Expression is consistent and varied. Reading sounds natural and confident.	Expression is mostly consistent and varied. Reading sounds natural and confident for the most part.	Expression is inconsistent. There is only some variation and confidence in the reading.	There is little to no expression and a monotone voice.



### Automatic Word Recognition

**Read effortlessly and at a good pace!**

4	3	2	0–1
Reads words automatically, effortlessly, and at a consistent pace.	Reads most words automatically and at a consistent pace.	Reads some words automatically, at a slow pace at times.	Reads few words automatically, at a very slow pace.



### Rhythm and Phrasing

**Go phrase by phrase. Pay attention to punctuation. Be easy on the ear!**

4	3	2	0–1
Reads in phrases or chunks and pays attention to intonation using punctuation and text clues.	Reads with some chop-piness, but in phrases or chunks. Pays attention to intonation somewhat, using punctuation and text clues.	Reads in frequent short or choppy phrases. Intonation is inconsistent or sounds “off” when punctuation and text clues are used.	Reads in a choppy, word-by-word manner. Intonation sounds “off” when punctuation and text clues are used.



### Smoothness

**Sound smooth, go with the flow, and fix mistakes!**

4	3	2	0–1
Reads words smoothly and accurately, with minimal or no hesitation.	Reads most words smoothly and accurately, but with some hesitation.	Struggles to read some words accurately and smoothly. Hesitations interfere with flow.	Frequently struggles to read words inaccurately. Hesitations are constant.