

A Scale for Assessing Fluency

1	Rate	Rate refers to the pace at which the reader moves through the text. An appropriate rate moves along rapidly with few slow-downs, stops, or long pauses to solve words. If a reader has only a few short pauses for word solving and picks up the pace again, look at the overall rate. The pace is also appropriate to the text—not too fast and not too slow.			
		1	2	3	4
		Almost no evidence of appropriate rate during the reading.	Very little evidence of appropriate rate during the reading.	Some evidence of appropriate rate during the reading.	Almost all the reading evidences appropriate rate.
2	Phrasing	Phrasing refers to the way readers put words together in groups to represent the meaningful units of language. Phrased reading should sound like oral language, although more formal.			
		1	2	3	4
		Almost no evidence of appropriate phrasing during the reading.	Very little evidence of appropriate phrasing during the reading.	Some evidence of appropriate phrasing during the reading.	Almost all the reading is appropriately phrased.
3	Intonation	Intonation refers to the way the reader varies the voice in tone, pitch, and volume to reflect the meaning of the text—sometimes called “expression.”			
		1	2	3	4
		Almost no variation in voice or tone (pitch) to reflect the meaning of the text.	Very little evidence of variation in voice or tone (pitch) to reflect the meaning of the text.	Some evidence of variation in voice or tone (pitch) to reflect the meaning of the text.	Almost all the reading is characterized by variation in voice or tone (pitch) to reflect the meaning.
4	Pausing	Pausing refers to the way the reader is guided by punctuation (short breaths at commas; full stop at ending punctuation or dashes). Pausing also refers to how the reader uses the way print is organized on the page (line layouts, paragraphs, etc.)			
		1	2	3	4
		Almost no pausing to reflect the punctuation and the meaning of the text.	Very little pausing to reflect the punctuation and meaning of the text.	Some pausing to reflect the punctuation and meaning of the text.	Almost all the reading is characterized by pausing to reflect the punctuation and meaning of the text.
5	Stress	Stress refers to the emphasis readers place on particular words (louder tone) to reflect the meaning as speakers would do in oral language.			
		1	2	3	4
		Almost no stress on appropriate words to reflect the meaning of the text.	Very little stress on appropriate words to reflect the meaning of the text.	Some stress on appropriate words to reflect the meaning of the text.	Almost all the reading is characterized by stress on appropriate words to reflect the meaning of the text.

Provide an overall assessment of fluency below:

6	Integration	Integration involves the way the reader consistently and evenly orchestrates rate, phrasing, pausing, intonation, and stress.			
		1	2	3	4
		Almost none of the reading is fluent.	Very little of the reading is fluent.	Some of the reading is fluent.	Almost all of the reading is fluent.

Using the Scale to Assess Fluency

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| 1 | Find a readable text for the student, one that he or she can read with over 95% accuracy.
Decide whether you want to assess the first or second reading. |
| 2 | Provide a brief, standardized introduction to the text. |
| 3 | Ask the student to read a significant portion of the text aloud; or have the student read the text once in full and then read it aloud for the second time. |
| 4 | Follow along as the student reads, using your own copy of the text, and marking errors. |
| 5 | Check the reading for accuracy—noting whether it is above 95%. |
| 6 | Use the rubric to rate the reading along the first five dimensions. |
| 7 | Make an overall assessment of the students' fluency—dimension 6 which refers to integrating the first five factors. |
| 8 | Repeat the assessment for a group of students. |
| 9 | Analyze reading fluency to determine what students are doing and not doing. |
| 10 | Plan small and large group instruction to address areas of need. |

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