

	1	2	3	4
Expression and Volume	Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.	Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend.	Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.
Phrasing	Reads word-by-word in a monotone voice.	Reads in two or three word phrases, not adhering to punctuation, stress, and intonation.	Reads with a mixture of run-ons, mid-sentence pauses for breath, and some chopiness. There is reasonable stress and intonation.	Reads with good phrasing; adheres to punctuation, stress, and intonation.
Smoothness (automaticity and accuracy)	Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage.	Reads with extended pauses or hesitations. The reader has many “rough spots.”	Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.	Reads smoothly with some breaks, but self-corrects with difficult words and/ or sentence structures.
Pace (rate)	Reads slowly and laboriously.	Reads moderately slowly.	Reads fast and slow throughout reading.	Reads at a conversational pace throughout the reading.

Scores of 10 or more indicate that the student is making good progress in fluency.

Score _____

Scores below 10 indicate that the student needs additional instruction in fluency.

Adapted from: Rasinski, Timothy. *Creating fluent readers*. (2021, June 29). ASCD.

<https://www.ascd.org/el/articles/creating-fluent-readers>



Fluency Rubric

Note: *The resources provided are for informational purposes only. All resources must meet the New Jersey Department of Education's (NJDOE) accessibility guidelines. Currently, the Department aims to conform to Level AA of the Web Content Accessibility Guidelines ([WCAG 2.1](#)). However, the Department does not guarantee that linked external sites conform to Level AA of the WCAG 2.1. Neither the Department of Education nor its officers, employees or agents specifically endorse, recommend or favor these resources or the organizations that created them. Please note that the Department of Education has not reviewed or approved the materials related to the programs.*