

**Northwest Regional Educational Laboratory
K-3 Developmental Continuum Oral Reading Rubric for:
Fluency, Rate, Expression, Self-Monitoring**

Fluency

Fluency is the flow of a reader's delivery in an oral reading.

5 The advanced reader in fluency reads aloud with appropriate pauses, stops, starts, and signals for transitions.

- The reader reads whole passages for meaning as opposed to single words or phrases.
- Line breaks or hyphenated phrases are smooth and unnoticeable.
- Substitutions or corrections are silently made and meaning is always maintained.

3 The developing reader in fluency reads aloud with some appropriate pauses, stops, starts, and signals for transitions.

- The reader reads in "chunks", applying meaning to phrases of single sentences instead of whole passages.
- Line breaks or hyphenated phrases are often broken and noticeable.
- Substitutions are sometimes inappropriate in maintaining the context, and meaning is sometimes blurred.

1 The emerging reader in fluency reads aloud with awkward pauses, stops, and starts. There are usually few signals for transitions.

- The reader reads each word as a single entity, limiting the flow of the passage. Meaning is usually obscured by this flow.
- Line breaks and/or hyphenated words are confusing and usually halt the progress of the oral reading.
- Substitutions are typically "guesses" at words with little attempt to maintain meaning or context.

Rate

Rate is the speed and pattern a reader follows in an oral reading.

5 The advanced reader selects and maintains an appropriate rate and speed for an oral reading.

- The rate corresponds to the meaning of the passage, and the reader uses the ability to speed up or slow down different sections of text to create an appropriate emphasis on the meaning of the text.
- The rate and speed are well-coordinated and enable the oral reading to sound "natural".

3 The developing reader sometimes selects an appropriate rate and speed for an oral reading.

- The rate does not always correspond to the meaning of the passage, and attempts to add emphasis through rate sometimes produces a "bumpy" oral reading.
- The rate and speed do not always correspond to the meaning of the text, and it can sound "forced".

1 The emerging reader is not yet able to select an appropriate rate and speed for an oral reading.

- The rate does not correspond to the meaning of the passage, and sometimes a monotone or excessively hurried speed is the result.
- Meaning and context are actually obscured by the difficult rate and speed employed by the reader.



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Expression

Expression is the use of tone, inflection, speed and fluency in an oral reading.

5 The advanced reader reads with appropriate expression in his or her voice during oral reading.

The reader accurately adjusts tone, inflection, rate, speed, and fluency to match the intended meaning of the passage.

The reader is confident in his or her choice of expressive intent, and uses it well to incorporate an oral interpretation of the text that is evident in the reading.

3 The developing reader incorporates some expressiveness in his or her voice during an oral reading.

The reader sometimes adjusts tone, inflection, rate, speed, or fluency in order to attempt an expressive interpretation of the text.

The reader is ambivalent about expressive choice, often “over-doing it” or “under-doing it” through hesitation.

An oral interpretation is not always evident.

1 The emerging reader does not yet incorporate expressiveness in his or her voice during an oral reading.

The reader does not yet recognize the use of tone, inflection, rate, speed, or fluency to attempt an expressive interpretation of the text.

The reader is unsure about expressiveness and an oral interpretation is not evident.

Self-Monitoring

Self-Monitoring is the management of strategies for accuracy and appropriateness a reader uses in an oral reading.

5 The advanced reader employs a variety of self-monitoring skills to check his or her oral reading for accuracy and appropriateness.

The reader thoughtfully and purposefully uses re-reading, sounding out, substitutions, skipping over, searching for help, and asking questions in order to monitor comprehension and fluency during oral reading.

The reader rarely needs assistance when reading age-appropriate materials.

3 The developing reader employs some self-monitoring skills to check his or her oral reading for accuracy and appropriateness.

The reader uses some skills including re-reading, sounding-out, substitutions, skipping over, searching for help, or asking questions to aid his or her ability to self-monitor.

The reader relies on other readers, listeners, or coaches to help when he or she “gets stuck”. The reader sometimes needs assistance when reading age-appropriate materials.

1 The emerging reader does not employ very many self-monitoring skills to check his or her oral reading for accuracy or appropriateness.

The reader is still developing the skills of re-reading, sounding-out, substitutions, skipping over, searching for help, or asking questions to aid his or her ability to self-monitor.

The reader relies heavily on other readers, coaches, or listeners to orally read a passage.

The reader needs great assistance when reading age-appropriate materials.



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