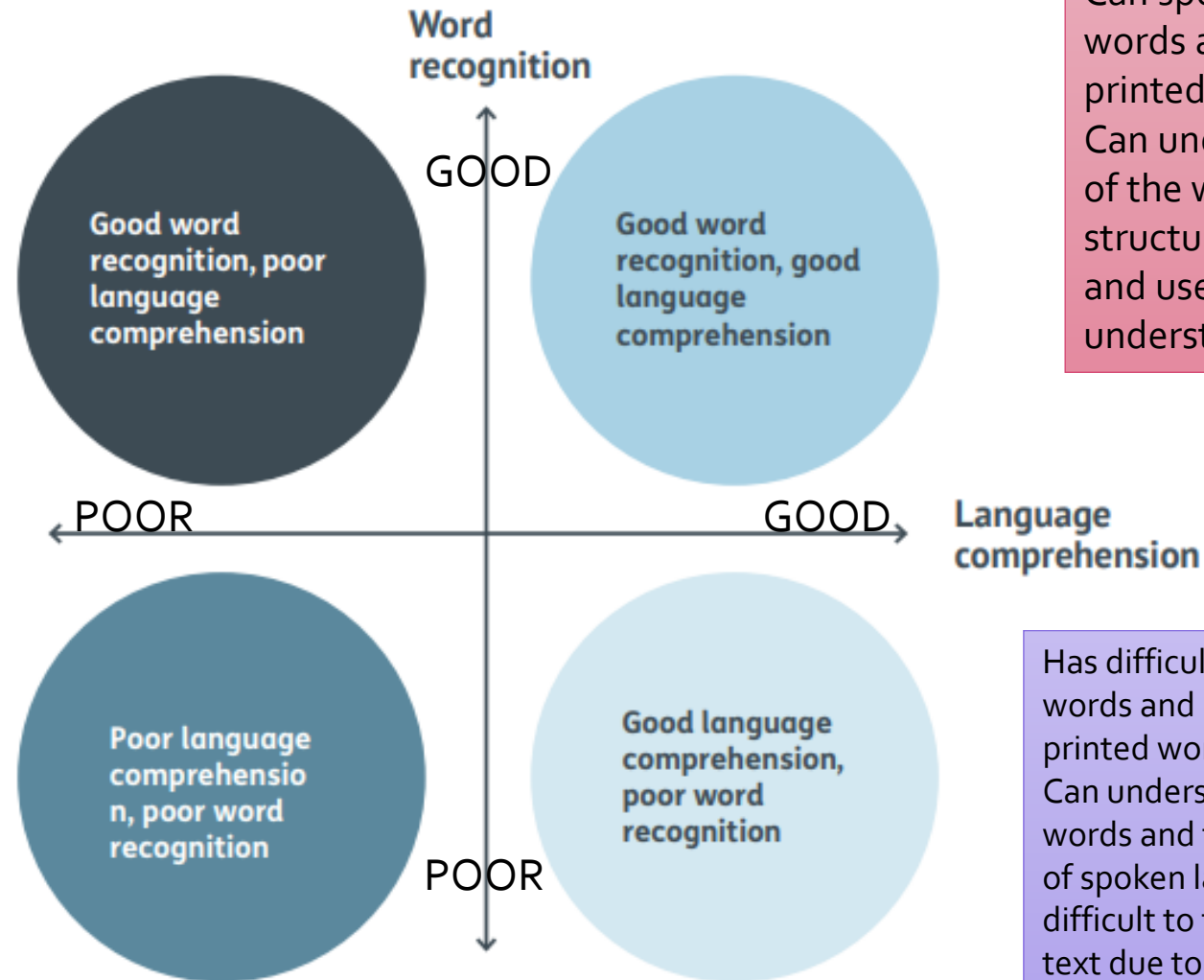


Can speedily decode unknown words and recognise familiar printed words. Does not fully understand the meaning of all the words and/or the grammatical structure of spoken language which impacts on their ability to understand the printed text.

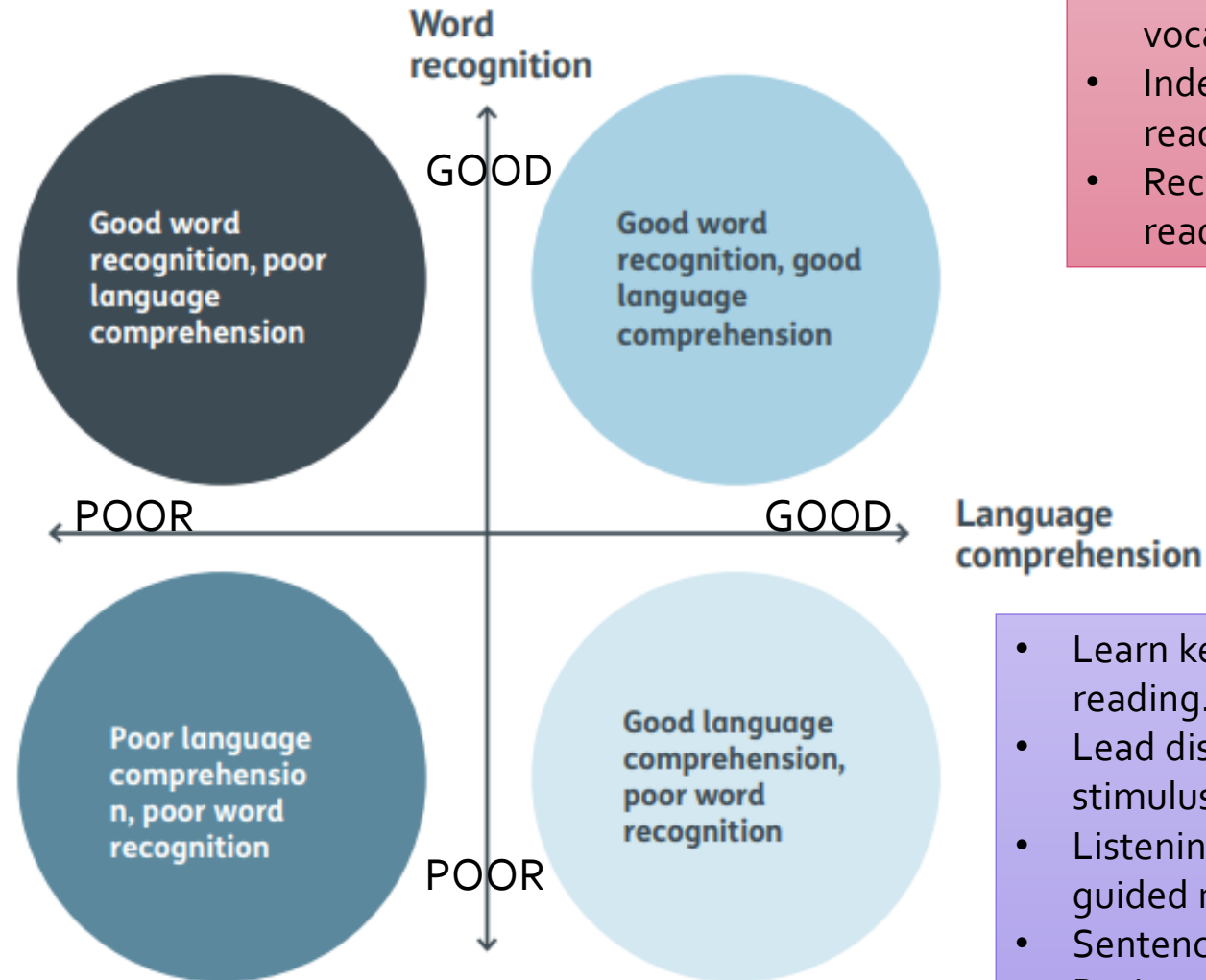


Can speedily decode unknown words and recognise familiar printed words.
Can understand the meaning of the words and grammatical structure of spoken language and uses this knowledge to understand printed text.

Finds it very difficult decoding unknown words and recognising familiar printed words.
Their ability to comprehend the spoken word is poor which impacts on their ability to understand any text they do manage to decode.

Has difficulty decoding unknown words and recognising familiar printed words.
Can understand the meaning of the words and the grammatical structure of spoken language but finds it difficult to transfer the skill to printed text due to the poor printed word recognition.
Often dyslexic.

- Pre-teaching vocabulary.
- Support with making inferences.
- Word ladders.
- DARTs.
- Recitation of poetry by heart.



- More challenging vocabulary in context.
- Independent, silent reading.
- Recitation of advanced reading material.

- Overview of the text to be read.
- Pre-teaching vocabulary.
- Support interpreting the questions.
- Echo or choral reading (including recitation by heart).
- Word ladders.
- Support using basic reading strategies: recall/predict/summarise.

- Learn key vocabulary prior to reading.
- Lead discussion of a visual stimulus.
- Listening to others read/ guided reading.
- Sentence stems for talk.
- Reciprocal reading roles.
- Recitation of texts by heart.

NAME _____

FLUENCY RUBRIC

	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 choppiness. There is reasonable stress and intonation.	Reads with good phrasing; adhering to punctuation, stress and intonation.
Smoothness	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	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.