

Multidimensional Fluency Scale

	4	3	2	1
R Rhythm and Phrasing	Generally well-phrased, mostly in clause and sentence units, with adequate attention to expression.	Mixture of run-ons, mid-sentence pauses for breath, and possibly some chopiness; reasonable stress/intonation.	Frequent two- and three-word phrases, giving the impression of choppy reading; improper stress and intonation that fails to mark the end of sentences and causes.	Monotonic with little sense of phrase boundaries, frequent word-by-word reading.
E Expression and Volume	Expression and enthusiasm match the intent of the passage. Sounds like natural language. Reader is able to vary expression and volume to match his/her interpretation of the passage.	Sounds like natural language throughout the better part of the passage. Occasionally slips into expressionless reading. Voice volume is generally appropriate throughout the text.	Some expression. Begins to use voice to make text sound like natural language in some areas, but not others. Focus remains largely on saying the words. Still reads in a voice that is quiet.	Reads with little to no expression or enthusiasm in voice. Decodes words as if to get them out. Little sense of trying to make text sound like natural language. Tends to read in a quiet voice.
A Automatic Word Recognition	Generally smooth reading with minimal breaks to decode. Word and structure difficulties are resolved quickly, usually through self-correction.	Occasional breaks in smoothness caused by difficulties with specific words and/or structures.	Several “rough spots” in text where extended pauses, hesitations, etc. Are more frequent and disruptive.	Frequent extended pauses, hesitations, false starts, sound-outs, repetitions, and/or multiple attempts.
D Deliberate Pacing	Consistently conversational, indicative of proficient comprehension.	Uneven mixture of fast and slow reading, beginning to affect comprehension.	Moderately slow, affecting comprehension.	Slow and laborious, leading to weak comprehension.

Adapted from: Zutell, J., & Rasinski, T. V. (1991). Training teachers to attend to their students' oral reading fluency. *Theory Into Practice*, 30, 211-217;
Rasinski, T. V. (2004). *Assessing Reading Fluency*. Honolulu: Pacific Resources for Education and Learning.