

Name \_\_\_\_\_

Date \_\_\_\_\_

## Fluency & Expression Rubric

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Expression</b>	The student has a conversational tone and takes on the voice of the speaker or character(s). The reader matches his/her voice to the mood of the text.	The student has a conversational tone and takes on the voice of the speaker or character(s) most of the time. Sometimes the reader's voice matches the mood.	The reader sounds natural at times, but does not take on the voice of the speaker or character(s). The reader's voice does not explore the text's mood.	The reader is mostly monotone. (S)he does not distinguish the voice of the speaker or character(s) or the mood through his/her reading.
<b>Phrasing</b>	The student reads with appropriate phrasing and follows punctuation conventions.	The student reads in longer phrases and mostly follows punctuation conventions.	The student reads in short phrases and does not consistently follow punctuation conventions.	The student reads word by word at times or in small chunks and/or the student is monotone.
<b>Pacing</b>	The student consistently reads at a conversational pace.	The student reads at a conversational pace most of the time.	The student reads occasionally at a conversational pace, but often reads at a slower pace.	The student struggles frequently and/or reads at a slow pace.
<b>Accuracy</b>	The student reads all or most words correctly. (S)he self-corrects all or most miscues quickly.	The student reads most words correctly. (S)he self-corrects most of the time.	The student reads sight words and CVC words correctly, but struggles with more difficult words. The student makes some self-corrections.	The student has a lot of miscues and seldom self-corrects. They student hesitates, sounds out words letter by letter, and/or makes appeals to the teacher.

### Additional Notes: