

Name _____

Date _____

Fluency & Expression Rubric

| | 4 | 3 | 2 | 1 |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Expression | 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. |
| Phrasing | 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. |
| Pacing | 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. |
| Accuracy | 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: