

# FLUENCY ASSESSMENT

Student Name: \_\_\_\_\_ Grade \_\_\_\_\_ Date: \_\_\_\_\_

Text Title: \_\_\_\_\_ Level of Difficulty: Ind. Instr. Frustr.

Accuracy	Automaticity	Prosody Score

**Calculate reader's accuracy:** \_\_\_\_\_ (**<95% = level of concern**)

# of words read accurately  
 ----- X 100 = accuracy  
 total # of words in passage

**95% - 100% Correct: Independent** (≤ 1 in 20 words misread)  
**90% - 94% Correct: Instructional** (1 in 10 words are misread)  
**<90% Correct: Frustrational** (more than 1 in 10 words are misread)

**Calculate automaticity:** \_\_\_\_\_

reading rate  
 ----- X 100 = level of automaticity (**< 80% = level of concern**)  
 target rate on chart

### Oral Reading Fluency Norms, 50th percentile

Calculate Reading Rate	Grade	Fall	Winter	Spring
Words read correctly = total words in passage - total words read incorrectly  WCPM = words read correctly/total number of seconds X 60  Reading rate: _____	<b>1</b>	--	29	60
	<b>2</b>	50	84	100
	<b>3</b>	83	97	112
	<b>4</b>	94	120	133
	<b>5</b>	121	133	146
	<b>6</b>	132	145	146

Hasbrouck & Tindal, 2017

**Calculate prosody:** \_\_\_\_\_ (**< 8 = level of concern**)

	Expression & Volume	Phrasing	Smoothness	Pace
<b>1</b>	Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.	Reads word-by-word in a monotone voice.	Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage.	Reads slowly and laboriously.
<b>2</b>	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 in two or three word phrases, not adhering to punctuation, stress and intonation.	Reads with extended pauses or hesitations. The reader has many "rough spots."	Reads moderately slowly.
<b>3</b>	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 a mixture of run-ons, mid sentence pauses for breath, and some choppiness. There is reasonable stress and intonation.	Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.	Reads fast and slow throughout reading.
<b>4</b>	Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretations of the passage.	Reads with good phrasing; adhering to punctuation, stress and intonation.	Reads smoothly with some breaks, but self-corrects with difficult words and/or sentence structures.	Reads at a conversational pace throughout the reading.

Rubric modified from Timothy Rasinski - [Creating Fluent Readers](#)