

	Score Point 1	Score Point 2	Score Point 3	Score Point 4
Expression and Volume	Reads with little expression or enthusiasm in voice. Reads words as if simply to get them out. Little sense of trying to make text sound like natural language. Tends to read in a quiet voice.	Some expression. Begins to use voice to make text sound like natural language in some areas of the text, but not others. Focus remains largely on saying the words. Still reads in a quiet voice.	Sounds like natural language throughout the better part of the passage. Occasionally slips into expressionless reading. Voice volume is generally appropriate throughout the text.	Reads with good expression and enthusiasm throughout the text. Sounds like natural language. The reader is able to vary expression and volume to match his/her 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 to match interpretation of the passage.	Reads with good phrasing. Adheres to punctuation, stress, and intonation in a way that matches the interpretation of the passage.
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	Slow and laborious.	Moderately slow.	Uneven mixture of fast and slow reading.	Consistently conversational.
Accuracy	<90% accuracy	80-90% accuracy	90-96% accuracy	97-100% accuracy

Adapted from "Assessing Reading Fluency," by Timothy V. Rasinski, Ph.D. - Pacific Resources for Education and Learning (PREL), 2004, p. 19.

<https://files.eric.ed.gov/fulltext/ED483166.pdf>.