

Teacher Rubric for Oral Reading Fluency

Child's Name: _____ Date: _____

Grade: _____ Passage: _____

For each category, circle the number that best describes the student's performance.

Accuracy

4	Recognizes most words; works to pronounce unfamiliar words, repeating them to self-correct if necessary.
3	Recognizes most words; works to pronounce unfamiliar words, self-correcting if necessary; sometimes requires assistance.
2	Struggles to decode and decipher words; hesitates before attempting to pronounce new words; usually requires assistance.
1	Recognizes very few words; makes no attempt to pronounce unfamiliar words.

Expression and Volume

4	Uses expression and volume that is natural to conversational language and that varies according to the content of the text.
3	Uses expression and volume that is appropriate to conversational language and the content of the text; sometimes hesitates when unsure of text.
2	Often speaks softly and in a monotone; pays little attention to expression or volume; focuses on getting through the text.
1	Reads words in a monotone and in a quiet voice.

Phrasing

4	Groups words into meaningful phrases or chunks of text.
3	Usually groups words into meaningful phrases or chunks of text.
2	Reads primarily in groups of two or three words.
1	Reads word by word without meaning.

Pace

4	Reads at a suitable pace and responds to punctuation with appropriate pausing and intonation.
3	Usually reads at a suitable pace and attends to most punctuation with appropriate pausing and intonation; halts at times when unsure.
2	Reads slowly, sometimes two or three words at a time; halts often; pays little attention to punctuation or pacing.
1	Reads words slowly in a string; does not heed punctuation.

Prosody

4	Attends to the rhythm of language, reading comfortably and without hesitating or halting.
3	Occasionally halts or runs sentences together when challenged by words or sentence structure.
2	Reads smoothly at times but most often slowly.
1	Reading sounds stilted and unnatural and lacks meaning.

Source: Adapted from "Training Teachers to Attend to Their Students' Oral Reading Fluency," by J. Zurell and T. V. Rasinski, 1991, *Theory Into Practice*, 30, pp. 211–217. Used with permission of the authors.

Name: _____

How Carefully Do I Read?

	Most of the Time	Sometimes	Hardly Ever
1 I reread all or part of a sentence if it doesn't make sense.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 I try to pronounce every word, even words I have never seen before.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 I read a word again if it does not sound right.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 I use punctuation to guide the way I read, pausing or changing my tone of voice based on the punctuation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 I try to read smoothly, without stopping after every word.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 I read with expression and speak clearly so others can hear me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 I pay attention and am ready to speak when it is my turn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What I Need to Work on:

Source: Adapted from *35 Rubrics & Checklists to Assess Reading and Writing* by Adele Fiderer. Scholastic, 1998.
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