**Oral Reading Fluency Rubric**

**4 Fluent, phrased reading**

Reads primarily in larger meaningful phrases; fluent, phrased reading with a few word-by-word slow downs for problem-solving; expressive interpretation is evident at places throughout the reading; attention to punctuation and syntax; rereading for problem-solving may be present but reading is generally fluent.

**3 Mixed word-by-word and phrased reading**

A mixture of word-by-word reading and fluent, phrased reading (expressive interpretation); there is evidence of attention to punctuation and syntax; reading for problem-solving my be present.

**2 Mostly word-by-word reading**

Mostly word-by-word reading but with some two-word phrasing and even a couple of three- and four-word phrases (expressive interpretation); evidence of awareness of syntax and punctuation, although not consistently so; rereading for problem-solving may be present.

**1 All word-by-word reading**

Very little fluency; all word-by-word reading with some long pauses between words; almost no recognition of syntax or phrasing (expressive interpretation); very little evidence of awareness of punctuation; perhaps a couple of tow-word phrases but generally dysfluent; some word groupings awkward.

Fountas, I. & Pinnell, G.S. (1996*). Guided Reading: Good First Grade Reading for All Children*. Portsmouth, NH: Heinemann