

# Six Dimensions Fluency Rubric

**Description** Use this form to observe and record a student’s oral reading fluency of a Benchmark book or other levelled text.

- You Need**
- ▶ A Benchmark book or other book at an appropriate level
  - ▶ Six Dimensions Fluency Rubric

**Why Use It** The fluency assessment helps you notice and think about the characteristics of oral reading that a student controls and needs to develop.

- How to Use It**
- ▶ Administer this assessment individually.
  - ▶ Have the student read aloud the selected text.
  - ▶ Consider rate, phrasing, pausing, intonation and stress as separate dimensions and rate each of them from 0 to 3 on the rubric.
  - ▶ Then rate integration, your overall impression of the student’s orchestration of all the elements in the reading.

**What to Notice** ▶ Dimensions of fluency the reader is demonstrating and those neglected

Student \_\_\_\_\_ Date \_\_\_\_\_

| <b>Six Dimensions Fluency Rubric</b>  |   |  |   |
|---|---|--|---|
| <b>1. Pausing</b> Pausing refers to the way the reader's voice is guided by punctuation (for example, short breath at a comma; full stop with voice going down at periods and up at question marks; full stop at dashes).   |   |  |   |
| 0   | 1   | 2  | 3   |
| Almost no pausing to reflect punctuation or meaning of the text<br><i>Needs intensive teaching and/or text not appropriate</i>  | Some pausing to reflect the punctuation and meaning of the text<br><i>Needs explicit teaching, prompting and reinforcing</i>                        | Most of the reading evidences appropriate pausing to reflect the punctuation and meaning of the text.<br><i>Needs some prompting and reinforcing</i> | Almost all the reading is characterised by pausing to reflect punctuation and meaning of the text.<br><i>Teaching not needed</i>            |
| <b>2. Phrasing</b> Phrasing refers to the way readers put words together in groups to represent the meaningful units of language. Sometimes phrases are cued by punctuation such as commas, but often they are not. Phrased reading sounds like oral language, though more formal.                                    |   |  |   |
| 0   | 1   | 2  | 3   |
| No evidence of appropriate phrasing during the reading<br><i>Needs intensive teaching and/or text not appropriate</i>   | Some evidence of appropriate phrasing during the reading<br><i>Needs explicit teaching, prompting and reinforcing</i>                               | Much of the reading evidences appropriate phrasing.<br><i>Needs some prompting and reinforcing</i>   | Almost all the reading is appropriately phrased.<br><i>Teaching not needed</i>  |
| <b>3. Stress</b> Stress refers to the emphasis readers place on particular words (louder tone) to reflect the meaning as speakers would do in oral language.  |   |  |   |
| 0   | 1   | 2  | 3   |
| Almost no stress on appropriate words to reflect the meaning of the text<br><i>Needs intensive teaching and/or text not appropriate</i>   | Some stress on appropriate words to reflect the meaning of the text<br><i>Needs explicit teaching, prompting and reinforcing</i>                    | Most of the reading evidences stress on appropriate words to reflect the meaning of the text.<br><i>Needs some prompting and reinforcing</i>         | Almost all of the reading is characterised by stress on appropriate words to reflect the meaning of the text.<br><i>Teaching not needed</i> |
| <b>4. Intonation</b> Intonation refers to the way the reader varies the voice in tone, pitch and volume to reflect the meaning of the text—sometimes called expression.   |   |  |   |
| 0   | 1   | 2  | 3   |
| Almost no variation in voice or tone (pitch) to reflect the meaning of the text<br><i>Needs intensive teaching and/or text not appropriate</i>  | Some evidence of variation in voice or tone (pitch) to reflect the meaning of the text<br><i>Needs explicit teaching, prompting and reinforcing</i> | Most of the reading evidences variation in voice or tone (pitch) to reflect the meaning of the text.<br><i>Needs some prompting and reinforcing</i>  | Almost all of the reading evidences variation in voice or tone (pitch) to reflect the meaning of the text.<br><i>Teaching not needed</i>    |
| <b>5. Rate</b> Rate refers to the pace at which a reader moves through the text—not too fast and not too slow. The reader moves along steadily with few slow-downs, stops or pauses to solve words. If the reader has only a few short pauses for word solving and picks up the pace again, look at the overall rate. |   |  |   |
| 0   | 1   | 2  | 3   |
| Almost no evidence of appropriate rate during the reading<br><i>Needs intensive teaching and/or text not appropriate</i>  | Some evidence of appropriate rate during the reading<br><i>Needs explicit teaching, prompting and reinforcing</i>                                   | Most of the reading evidences appropriate rate.<br><i>Needs some prompting and reinforcing</i>   | Almost all of the reading evidences appropriate rate.<br><i>Teaching not needed</i>   |
| <b>6. Integration</b> Integration involves the way a reader consistently and evenly orchestrates rate, phrasing, pausing, intonation and stress.  |   |  |   |
| 0   | 1   | 2  | 3   |
| Almost none of the reading is fluent.<br><i>Needs intensive teaching and/or text not appropriate</i>  | Some of the reading is fluent.<br><i>Needs explicit teaching, prompting and reinforcing</i>   | Most of the reading is fluent.<br><i>Needs some prompting and reinforcing</i>  | Almost all of the reading is fluent.<br><i>Teaching not needed</i>  |
| <b>Guiding Principles for Rating</b> Try to focus on one aspect at a time but give your overall impression.   |   |  |   |
| 0   | 1   | 2  | 3   |
| <i>Needs intensive teaching and/or text not appropriate</i>   | <i>Needs explicit teaching, prompting and reinforcing</i>   | <i>Needs some prompting and reinforcing</i>  | <i>Teaching not needed</i>  |

There is no Student Form  
for this assessment.