

ORAL READING FLUENCY RUBRIC

3rd Grade

ELA.3.F.1.4: Read grade level texts with accuracy, automaticity, and appropriate prosody or expression.

This rubric will help target areas for improvement. Accuracy may indicate a decoding issue.

		1	2	3	4
<p>Score students in each of the 5 rows: accuracy (CWPM), expression and volume, phrasing, smoothness, pace. Use the fall, winter, and spring dates to determine the correct rubric accuracy score. Add the 5 scores together and enter the number on the total rubric score line below. Use the overall grade book score table to determine the fluency grade.</p>					
<p>ACCURACY: CORRECT WORDS PER MINUTE (CWPM) = words read - errors.</p>					
A C C U R A C Y	FALL (Aug 10- Nov 4)	40 and below	41-59	60-82	83 and above
	WINTER (Nov 7 - Feb 24)	62 and below	63-79	80-96	97 and above
	SPRING (Feb 27- May 23)	63 and below	64-91	92-111	112 and above
	EXPRESSION & VOLUME	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.	Begins to use voice to make text sound like natural language in some areas of the text but not in others. Focus remains largely on pronouncing the word. Still reads in a quiet voice	Make text sound 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. Varies expression and volume to match his or her interpretation of the passage.
	PHRASING	Reads in a monotone with little sense of boundaries; frequently reads word-by-word.	Frequently reads in two- and three-word phrases, giving the impression of choppy reading; improper stress and intonation fail to mark ends of sentences and clauses.	Reads with a mixture of run-ons, mid-sentence pauses for breath, and some choppiness, reasonable stress and intonation.	Generally reads with good phrasing, mostly in clause and sentence units, with adequate attention to expression.
	SMOOTHNESS	Makes frequent extended pauses, hesitations, false starts, sound-outs, repetitions, and/or multiple attempts.	Experiences several "rough spots" in text where extended pauses or hesitations are more frequent and disruptive.	Occasionally breaks smooth rhythm because of difficulties with specific words and/or structures.	Generally reads smoothly with some breaks, but resolves word and structure difficulties quickly, usually through self-correction.
	PACE	Reads slowly and laboriously.	Reads moderately slowly.	Reads with an uneven mixture of fast and slow pace.	Consistently reads at conversational pace; appropriate rate throughout reading.

Source: Zutell, J., & Rasinski, T. V. (1991). Training teachers to attend to their students' oral reading fluency. *Theory Into Practice*, 30, 211-217.

*based off Hasbrouck-Tindal Fluency Norms 2017

TOTAL RUBRIC SCORE: _____

Overall grade book score using the grading rubric:

Score 20 = 100%	Score 15 = 85%	Score 10 = 70%	Score 5 = 59%
Score 19 = 97%	Score 14 = 82%	Score 8 = 68%	
Score 18 = 94%	Score 13 = 79%	Score 8 = 66%	
Score 17 = 91%	Score 12 = 76%	Score 7 = 64%	
Score 16 = 87%	Score 11 = 73%	Score 6 = 62%	

GRADE: _____

“ . . . Words vary in the consistency of their sound-spelling patterns, with some words being highly inconsistent or irregular. Learning to automatically recognize irregular words and regular words makes them “sight” words that can support fluency development. Practicing reading using decodable texts with some irregular words is important. As students consolidate their alphabetic skills, they should practice reading familiar text to build fluency.

When readers who are not fluent attend to each letter of a word instead of reading with automaticity, valuable working memory is being used. With reduced working memory bandwidth, comprehension is negatively impacted. Because this link is so strong, any work with fluency should also include a comprehension component.

When older readers who are not fluent learn how to decode words, their fluency rate and comprehension are paradoxically reduced. This is because instead of skipping unknown words, they are using their newly acquired skill of decoding, which slows them down initially until they decode with automaticity. Increased time on text with independent level materials as well as engaging in repeated readings help develop automaticity and fluency.

Students who are not proficient in reading should be assessed and progress monitored for their foundational skill strengths and weaknesses in the components of reading (phonological awareness, phonics/morphology, syntactic knowledge, fluency, vocabulary, and comprehension). Secondary teachers should use the assessment data to determine which of the Reading Foundations Standards must be addressed and select appropriate interventions.”

Use the rubric below to determine if the student’s reading accuracy (cwpm) falls in the independent, instructional, or frustrational levels. This is a step in determining foundational issues.

	Independent		Instructional	Frustrational		
	98-100% accurate	95-97% accurate	90-94% accurate	80-89% accurate	70-79% accurate	69% and below accurate
FALL (Aug 10- Nov 4)	81 cwpm and above	79-81 cwpm	75-78 cwpm	66-74 cwpm	58-65 cwpm	64 cwpm and below
WINTER (Nov 7 - Feb 24)	95 cwpm and above	92-94 cwpm	87-91 cwpm	78-86 cwpm	68-77 cwpm	67 cwpm and below
SPRING (Feb 27- May 23)	110 cwpm and above	106-109 cwpm	101-105 cwpm	90-100 cwpm	78-89 cwpm	77 cwpm and below

3RD GRADE FLUENCY NORMS

Percentile	Fall WCPM	Winter WCPM	Spring WCPM
90	134	161	166
75	104	137	139
50	83	97	112
25	59	79	91
10	40	62	63

From Hasbrouck, J. & Tindal, G. (2017). An update on ORF norms (Technical Report No. 1702). Eugene, OR. Behavioral Research and Teaching. University of Oregon