

Fluency Matrix

	1	2	3	4
Accuracy	• often sounds out words and reads few words 'at a glance' • often neglects to use punctuation • reads different words in place of the word written in a text • might repeat words and phrases and make multiple attempts to read the same word or sentence • might not notice inaccuracies • makes frequent, extended pauses when reading	• sometimes sounds out words but reads more words 'at a glance' • may occasionally adhere to punctuation • may self-correct extensively • reads with some extended pauses and hesitations	• reads most words automatically but may have a few difficulties with specific words and/or sentence structures • usually adheres to punctuation • may self-correct occasionally • generally reads with only occasional hesitation	• reads nearly all words automatically and effortlessly but may have occasional difficulties with words and /or sentence structures - corrects quickly • consistently adheres to punctuation • rarely needs to self-correct
Phrasing	• frequently reads word-by-word • minimal evidence of words being read together in meaningful phrases • little adherence to punctuation that shows phrase boundaries	• reads short phrases (e.g. two or three-words) • some evidence of words being read together in meaningful phrases • may occasionally adhere to punctuation that shows phrase boundaries	• usually reads longer phrases (e.g. clauses and full sentences) • text is usually read in meaningful phrases with appropriate intonation and expression • generally adheres to a wide range of punctuation that shows phrase boundaries	• all reading is appropriately phrased • text is read in meaningful phrases with appropriate intonation and expression • adheres well to a wide range of punctuation that shows phrase boundaries
Pace	• reads at a slow and laborious pace - often sounds out words and reads few words 'at a glance' • makes frequent, extended pauses when reading • might repeat words and phrases and make multiple attempts to read the same word or sentence	• reads at a moderately slow pace • sometimes sounds out words but reads more words 'at a glance' • reads with some extended pauses and hesitations • reading could be too fast or too slow, not consistent with conversational speech	• generally reads at a conversational pace - reads most words automatically but may have a few difficulties with specific words and/or sentence structures • generally reads with only occasional hesitation	• maintains a conversational pace throughout that is appropriate for the nature of the text • reads nearly all words automatically and effortlessly but may have occasional difficulties with words and /or sentence structures - corrects quickly
Expression	• reads in a monotone voice - reading does not sound natural • often neglects to use punctuation • reads word by word frequently • reading is without appropriate expression and intonation	• there is evidence of some expression in parts but the reading does not always sound natural • may occasionally use punctuation • expression and intonation sometimes matches the meaning	• the reading has natural expression with only occasional slips • usually uses punctuation • expression and intonation generally matches the meaning	• consistently reads with appropriate expression • consistently uses punctuation • expression and intonation consistently matches the meaning

This is based on versions of Rasinski's multidimensional fluency rubric.

Some statements appear in more than one box to illustrate the role they play in different elements of fluency