FIGURE 7.5   Multidimensional Fluency Scale

Use the following scale to rate reader fluency on the five dimensions of accuracy, volume and expression, phrasing, smoothness, and pace.

A. Accuracy

1. Word recognition accuracy is poor: generally below 85%. Reader clearly struggles in decoding words. Makes multiple decoding attempts for many words, usually without success.
2. Word recognition accuracy is marginal: 86%–90%. Reader struggles on many words. Many unsuccessful attempts at self-correction.
3. Word recognition accuracy is good: 91%–95%. Self-corrects successfully.
4. Word recognition accuracy is excellent: 96%–100%. Self-corrections are few but successful as nearly all words are read correctly on initial attempt.

B. Volume and Expression

1. Reads with little expression or enthusiasm in voice. 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.
2. Some expression. Begins to use voice to make text sound like natural language in some areas of the text but not others. Focus remains largely on saying the words. Still reads in a voice that is quiet.
3. Sounds like natural language throughout the better part of the passage. Occasionally slips into expressionless reading. Voice volume is generally appropriate throughout the text.
4. Reads with good expression and enthusiasm throughout the text. Sounds like natural language. Reader is able to vary expression and volume to match his or her interpretation of the passage.

C. Phrasing

1. Monotonic with little sense of phrase boundaries, frequent word-by-word reading.
2. Frequent two- and three-word phrases giving the impression of choppy reading; improper stress and intonation that fails to mark ends of sentences and clauses.
3. Mixture of run-ons, mid-sentence pauses for breath, and possibly some choppiness; reasonable stress/intonation.
4. Generally well-phrased, mostly in clause and sentence units, with adequate attention to expression.

D. Smoothness

1. Frequent extended pauses, hesitations, false starts, sound-outs, repetitions, and/or multiple attempts.
2. Several "rough spots" in text where extended pauses, hesitations, and so on are more frequent and disruptive.
3. Occasional breaks in smoothness caused by difficulties with specific words and/or structures.
4. Generally smooth reading with some breaks, but word and structure difficulties are resolved quickly, usually through self-correction.

E. Pace (during Sections of Minimal Disruption)

1. Slow and laborious.
2. Moderately slow.
3. Uneven mixture of fast and slow reading.
4. Consistently conversational.

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Procedure

We recommend that students read a one-minute s̄ of the one-minute sample in this chapter) using ⁺' in Figure 7.5 to assess each student's reading ̇. MFS either immediately following a student's rea the one-minute sample reading has been recorded. ̇ performances such as plays, readers' theater, and radio For radio readings, students can also prepare a text for