



# Fluency: Assessment of Expression

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## Multidimensional Fluency Scale\*

### *A. Expression and Volume*

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/her interpretation of the passage.

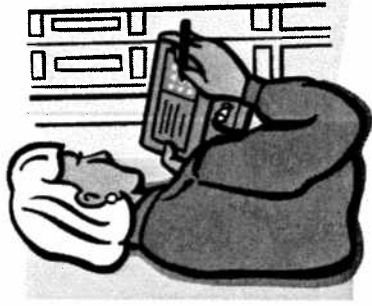
\* Rasinski, T.V. (2003). *The Fluent Reader*. NY: Scholastic, Inc.

# Fluency: Assessment of Expression

Analyzing Expression Cont.

## ***B. 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.**



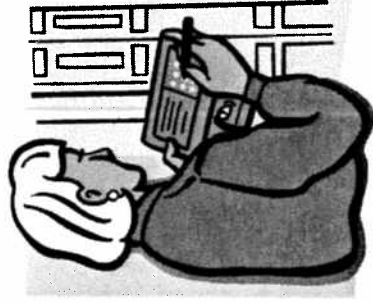
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Analyzing Expression (continued)

## *C. 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, etc., 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 is resolved quickly, usually through self-correction.



\* Rasinski, T.V. (2003). *The Fluent Reader*. NY: Scholastic, Inc.

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Analyzing Expression (continued)

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## ***D. Pace (during sections of minimal disruption)***

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

\* Rasinski, T.V. (2003). *The Fluent Reader*. NY: Scholastic, Inc.

