

SPELD NSW Qualitative Fluency Rubric



Student Name: _____

Age: _____ years, _____ months

Date: _____

Text Title: _____

Fluency Rate (Words correct per minute): _____

	Pre-fluent	Developing	Proficient	Mastery
<p>Expression</p> <p>The expression aligns with the intended meaning, incorporating variations in volume, intonation, and tone. The delivery sounds natural, reflecting a nuanced and engaging reading style.</p>	<p>Voice may be too quiet or too loud.</p> <p>Tendency to read in a monotonous or robotic tone, i.e., focus is on reading word-by-word without significant variation of pitch or intonation</p>	<p>Voice may be too quiet or too loud.</p> <p>Attempts at expressive reading are inconsistent (e.g., student reads first/ last few words in a sentence with expression but then reads remainder in a more robotic way)</p> <p>And/or attempts at expressive reading are inappropriate (e.g., student adds expression to words incorrectly, making the text sound unnatural)</p>	<p>Volume is mostly appropriate to match meaning (e.g., volume raises to show excitement and lowers to show sadness).</p> <p>Oral reading is generally engaging and resembles natural speech.</p> <p>Tone and intonation typically align with the text's meaning and purpose, but the reader may be grappling with the varying voice registers in formal and informal texts, fiction and non-fiction, and diverse narrative genres.</p>	<p>Expression is consistently synchronised with meaning of text (e.g., reading about a team about to score a goal in a way that matches the fast-paced nature of passing the ball between players).</p> <p>Variation in volume, intonation, and tone enhances the meaning of the text (e.g., changing intonation to denote different characters in direct conversation).</p> <p>Oral reading sounds natural, nuanced, and captivates the audience.</p>
<p>Rhythm and Phrasing</p> <p>Reads in meaningful chunks, paying close attention to punctuation. Utilises appropriate intonation and well-timed pauses for effective delivery.</p>	<p>Shows little sense of phrase boundaries.</p> <p>Word-by word reading.</p>	<p>Improper stress and intonation and sentence boundaries. Pauses at sentence boundaries may be too long/short.</p> <p>Simple two- and three-word prepositional phrases becoming evident (on top; in the box) but tend to sound choppy and disjointed.</p>	<p>Reader uses punctuation to guide rhythm and phrasing within sentence structure.</p> <p>They are progressing towards consistently reading in well-phrased chunks and sentence units with few errors.</p> <p>In the case of errors during oral reading with unmarked phrase boundaries, the student is likely to self-correct or re-read for sense.</p>	<p>The reader effectively responds to punctuation, maintaining appropriate intonation and pausing.</p> <p>They consistently read in well-phrased chunks and sentence units, demonstrating a smooth and expressive reading style. The ability to adapt phrasing and pausing based on text meaning is evident, even without punctuation cues, and the reader adjusts rhythm and pacing according to punctuation marks.</p> <p>In the case of errors during oral reading with unmarked phrase boundaries, the student promptly self-corrects.</p>
<p>Smoothness</p> <p>Words are accurately read without hesitation or breaks and, if any word or structure reading difficulties arise, quick and seamless self-correction takes place. The reader navigates easily through the text, ensuring an uninterrupted and effortless flow.</p>	<p>Frequent decoding errors, repeated attempts at words, and prolonged pauses.</p>	<p>Attempts at smooth reading are interrupted by extended pauses and hesitations. There are times when these pauses disrupt the flow of reading.</p>	<p>The reader demonstrates a mainly smooth flow with occasional hesitations and breaks in the flow. While accurately reading most words, there are occasional interruptions, mainly attributed to difficulties with specific words or sentence structures.</p>	<p>The reader consistently demonstrates a generally smooth reading style, with occasional breaks that are promptly addressed. Nearly all words are accurately read, contributing to a seamless flow with minimal hesitations. While encountering occasional word and structure difficulties, the reader self-corrects, ensuring a sustained and smooth reading experience.</p>
<p>Pace</p> <p>The pace is appropriate and well-matched to the meaning, ensuring a clear articulation of words and contributing significantly to the overall flow of the text.</p>	<p>Slow and laborious</p>	<p>Moderately slow or inappropriately fast reading.</p> <p>Fast reading results in dropped, misread, or poorly articulated words.</p>	<p>Reader's pace is within average range for age but there is scope for greater nuance i.e., has difficulty capturing author's desired mood or narrative tension.</p> <p>Pace may be inconsistent, sometimes reading too fast or slow.</p>	<p>Pace is conversational, neither too fast nor too slow.</p> <p>Reader varies pace appropriately, e.g., adopting a slower pace for heightened dramatic effect.</p>
<p>Next steps for this student:</p>				