

Student: \_\_\_\_\_

Date: \_\_\_\_\_

**Oral Reading Fluency Rubric**

**2ND GRADE--1ST 9 WEEKS**

**ELA.2.F.1.4:** Read grade level texts with accuracy, automaticity, and appropriate prosody or expression.

**1. Rate\***

Circle the grade below that reflects the student’s reading rate while reading the passage. (WCPM)

	<b>100/A+</b>	<b>95/A</b>	<b>90/A-</b>	<b>85/B</b>	<b>80/B-</b>	<b>75/C</b>	<b>70/C-</b>	<b>65/D</b>	<b>60/D-</b>	<b>55/F</b>	<b>50/F</b>
<b>WCPM</b>	85+	84-78	77-70	69-60	59- <u>50</u>	49-44	43-37	36-30	29-24	23-11	10-0

\*based off Hasbrouck-Tindal Fluency Norms 2017 (Fall)

**2. Accuracy**

Use the formula below to determine a grade for accuracy.

Total words read - total errors **X** 100 = \_\_\_\_\_ %  
 Total words read

Use the percentage above to determine if the student’s reading accuracy falls in the independent, instructional, or frustrational levels. **Circle either 100/A+, 95/A, 85/B, 75/C, 65/D, 55/F, 50/F.** This is the student’s grade for accuracy.

<b>Independent</b>		<b>Instructional</b>	<b>Frustrational</b>			
98-100% accurate	95-97% accurate	90-94% accurate	89-80% accurate	79-70% accurate	69 - 60% accurate	59% and below accurate
<b>100/A+</b>	<b>95/A</b>	<b>85/B</b>	<b>75/C</b>	<b>65/D</b>	<b>55/F</b>	<b>50/F</b>

**3. Expression and phrasing\*\*** Circle the box that reflects the student’s expression and phrasing while reading.

<b>95/A</b>	<b>85/B</b>	<b>75/C</b>	<b>65/D</b>	<b>55/F</b>
<ul style="list-style-type: none"> <li>Reads primarily in larger, meaningful phrase groups.</li> <li>Preservation of the author’s syntax is consistent.</li> <li>Some or most of the story is read with expressive interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>Reads primarily in three- or four-word phrase groups.</li> <li>Majority of phrasing seems appropriate</li> <li>Syntax of the author is preserved.</li> <li>Little or no expressive interpretation is present.</li> </ul>	<ul style="list-style-type: none"> <li>Reads primarily in two-word phrases.</li> <li>Some word-by-word reading may be present.</li> <li>Word groupings may seem awkward and unrelated to larger context of sentence or passage.</li> </ul>	<ul style="list-style-type: none"> <li>Reads primarily word-by-word.</li> <li>Occasional two-word or three-word phrases may occur — but these are infrequent and/or they do not preserve meaningful syntax.</li> </ul>	<ul style="list-style-type: none"> <li>Unable to sound out words correctly.</li> <li>Struggles with letter/ sound correspondence.</li> <li>Expression and phrasing could not be determined.</li> </ul>

\*\*Adapted from NAEP Fluency Scale

<p>Rate _____ + Accuracy _____ + Expression &amp; phrasing _____/3 = FLUENCY</p> <p><b>OVERALL FLUENCY GRADE</b> _____</p> <p>(Fluency grade is an average of rate, accuracy, and expression &amp; phrasing.)</p>	<b>Teacher Comments:</b>
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Student: \_\_\_\_\_

Date: \_\_\_\_\_

**Oral Reading Fluency Rubric**

**2ND GRADE--2ND 9 WEEKS**

**ELA.2.F.1.4:** Read grade level texts with accuracy, automaticity, and appropriate prosody or expression.

**1. Rate\***

Circle the grade below that reflects the student’s reading rate while reading the passage. (WCPM)

	<b>100/A+</b>	<b>95/A</b>	<b>90/A-</b>	<b>85/B</b>	<b>80/B-</b>	<b>75/C</b>	<b>70/C-</b>	<b>65/D</b>	<b>60/D-</b>	<b>55/F</b>	<b>50/F</b>
WCPM	110+	109-104	103-98	97-91	90- <b>84</b>	83-72	71-59	58-48	47-36	35-18	17-0

\*based off Hasbrouck-Tindal Fluency Norms 2017 (Winter)

**2. Accuracy**

Use the formula below to determine a grade for accuracy.

$$\frac{\text{Total words read} - \text{total errors}}{\text{Total words read}} \times 100 = \underline{\hspace{2cm}}\%$$

Use the percentage above to determine if the student’s reading accuracy falls in the independent, instructional, or frustrational levels. **Circle either 100/A+, 95/A, 85/B, 75/C, 65/D, 55/F, 50/F.** This is the student’s grade for accuracy.

Independent		Instructional	Frustrational			
98-100% accurate	95-97% accurate	90-94% accurate	89-80% accurate	79-70% accurate	69-60% accurate	59% and below accurate
<b>100/A+</b>	<b>95/A</b>	<b>85/B</b>	<b>75/C</b>	<b>65/D</b>	<b>55/F</b>	<b>50/F</b>

**3. Expression and phrasing\*\*** Circle the box that reflects the student’s expression and phrasing while reading.

95/A	85/B	75/C	65/D	55/F
<ul style="list-style-type: none"> <li>Reads primarily in larger, meaningful phrase groups.</li> <li>Preservation of the author’s syntax is consistent.</li> <li>Some or most of the story is read with expressive interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>Reads primarily in three- or four-word phrase groups.</li> <li>Majority of phrasing seems appropriate</li> <li>Syntax of the author is preserved.</li> <li>Little or no expressive interpretation is present.</li> </ul>	<ul style="list-style-type: none"> <li>Reads primarily in two-word phrases.</li> <li>Some word-by-word reading may be present.</li> <li>Word groupings may seem awkward and unrelated to larger context of sentence or passage.</li> </ul>	<ul style="list-style-type: none"> <li>Reads primarily word-by-word.</li> <li>Occasional two-word or three-word phrases may occur — but these are infrequent and/or they do not preserve meaningful syntax.</li> </ul>	<ul style="list-style-type: none"> <li>Unable to sound out words correctly.</li> <li>Struggles with letter/ sound correspondence.</li> <li>Expression and phrasing could not be determined.</li> </ul>

\*\*Adapted from NAEP Fluency Scale

<p>Rate _____ + Accuracy _____ + Expression &amp; phrasing _____/3 = FLUENCY</p> <p><b>OVERALL FLUENCY GRADE</b> _____</p> <p>(Fluency grade is an average of rate, accuracy, and expression &amp; phrasing.)</p>	<p><b>Teacher Comments:</b></p>
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Student: \_\_\_\_\_

Date: \_\_\_\_\_

### Oral Reading Fluency Rubric

#### 2ND GRADE--3RD 9 WEEKS

**ELA.2.F.1.4:** Read grade level texts with accuracy, automaticity, and appropriate prosody or expression.

#### 1. Rate\*

Circle the grade below that reflects the student's reading rate while reading the passage. (WCPM)

	<b>100/A+</b>	<b>95/A</b>	<b>90/A-</b>	<b>85/B</b>	<b>80/B-</b>	<b>75/C</b>	<b>70/C-</b>	<b>65/D</b>	<b>60/D-</b>	<b>55/F</b>	<b>50/F</b>
<b>WCPM</b>	110+	109-104	103-98	97-91	90- <b>84</b>	83-72	71-59	58-48	47-36	35-18	17-0

\*based off Hasbrouck-Tindal Fluency Norms 2017 (Winter)

#### 2. Accuracy

Use the formula below to determine a grade for accuracy.

$$\frac{\text{Total words read} - \text{total errors}}{\text{Total words read}} \times 100 = \underline{\hspace{2cm}}\%$$

Use the percentage above to determine if the student's reading accuracy falls in the independent, instructional, or frustrational levels. **Circle either 100/A+, 95/A, 85/B, 75/C, 65/D, 55/F, 50/F.** This is the student's grade for accuracy.

Independent		Instructional	Frustrational			
98-100% accurate	95-97% accurate	90-94% accurate	89-80% accurate	79-70% accurate	69-60% accurate	59% and below accurate
<b>100/A+</b>	<b>95/A</b>	<b>85/B</b>	<b>75/C</b>	<b>65/D</b>	<b>55/F</b>	<b>50/F</b>

#### 3. Expression and phrasing\*\* Circle the box that reflects the student's expression and phrasing while reading.

95/A	85/B	75/C	65/D	55/F
<ul style="list-style-type: none"> <li>Reads primarily in larger, meaningful phrase groups.</li> <li>Preservation of the author's syntax is consistent.</li> <li>Some or most of the story is read with expressive interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>Reads primarily in three- or four-word phrase groups.</li> <li>Majority of phrasing seems appropriate</li> <li>Syntax of the author is preserved.</li> <li>Little or no expressive interpretation is present.</li> </ul>	<ul style="list-style-type: none"> <li>Reads primarily in two-word phrases.</li> <li>Some word-by-word reading may be present.</li> <li>Word groupings may seem awkward and unrelated to larger context of sentence or passage.</li> </ul>	<ul style="list-style-type: none"> <li>Reads primarily word-by-word.</li> <li>Occasional two-word or three-word phrases may occur — but these are infrequent and/or they do not preserve meaningful syntax.</li> </ul>	<ul style="list-style-type: none"> <li>Unable to sound out words correctly.</li> <li>Struggles with letter/ sound correspondence.</li> <li>Expression and phrasing could not be determined.</li> </ul>

\*\*Adapted from NAEP Fluency Scale

<p>Rate _____ + Accuracy _____ + Expression &amp; phrasing _____/3 = FLUENCY</p> <p><b>OVERALL FLUENCY GRADE</b> _____</p> <p>(Fluency grade is an average of rate, accuracy, and expression &amp; phrasing.)</p>	<p><b>Teacher Comments:</b></p>
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Student: \_\_\_\_\_

Date: \_\_\_\_\_

### Oral Reading Fluency Rubric

#### 2ND GRADE--4TH 9 WEEKS

**ELA.2.F.1.4:** Read grade level texts with accuracy, automaticity, and appropriate prosody or expression.

#### 1. Rate\*

Circle the grade below that reflects the student's reading rate while reading the passage. (WCPM)

	<b>100/A+</b>	<b>95/A</b>	<b>90/A-</b>	<b>85/B</b>	<b>80/B-</b>	<b>75/C</b>	<b>70/C-</b>	<b>65/D</b>	<b>60/D-</b>	<b>55/F</b>	<b>50/F</b>
<b>WCPM</b>	125+	124-118	117-112	111-106	105- <b>100</b>	99-86	85-72	71-58	57-44	43-22	21-0

\*based off Hasbrouck-Tindal Fluency Norms 2017 (Spring)

#### 2. Accuracy

Use the formula below to determine a grade for accuracy.

$$\frac{\text{Total words read} - \text{total errors}}{\text{Total words read}} \times 100 = \underline{\hspace{2cm}}\%$$

Use the percentage above to determine if the student's reading accuracy falls in the independent, instructional, or frustrational levels. **Circle either 100/A+, 95/A, 85/B, 75/C, 65/D, 55/F, 50/F.** This is the student's grade for accuracy.

Independent		Instructional	Frustrational			
98-100% accurate	95-97% accurate	90-94% accurate	89-80% accurate	79-70% accurate	69-60% accurate	59% and below accurate
<b>100/A+</b>	<b>95/A</b>	<b>85/B</b>	<b>75/C</b>	<b>65/D</b>	<b>55/F</b>	<b>50/F</b>

**3. Expression and phrasing\*\*** Circle the box that reflects the student's expression and phrasing while reading.

95/A	85/B	75/C	65/D	55/F
<ul style="list-style-type: none"> <li>Reads primarily in larger, meaningful phrase groups.</li> <li>Preservation of the author's syntax is consistent.</li> <li>Some or most of the story is read with expressive interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>Reads primarily in three- or four-word phrase groups.</li> <li>Majority of phrasing seems appropriate</li> <li>Syntax of the author is preserved.</li> <li>Little or no expressive interpretation is present.</li> </ul>	<ul style="list-style-type: none"> <li>Reads primarily in two-word phrases.</li> <li>Some word-by-word reading may be present.</li> <li>Word groupings may seem awkward and unrelated to larger context of sentence or passage.</li> </ul>	<ul style="list-style-type: none"> <li>Reads primarily word-by-word.</li> <li>Occasional two-word or three-word phrases may occur — but these are infrequent and/or they do not preserve meaningful syntax.</li> </ul>	<ul style="list-style-type: none"> <li>Unable to sound out words correctly.</li> <li>Struggles with letter/ sound correspondence.</li> <li>Expression and phrasing could not be determined.</li> </ul>

\*\*Adapted from NAEP Fluency Scale

<p>Rate _____ + Accuracy _____ + Expression &amp; phrasing _____/3 = FLUENCY</p> <p><b>OVERALL FLUENCY GRADE</b> _____</p> <p>(Fluency grade is an average of rate, accuracy, and expression &amp; phrasing.)</p>	<p><b>Teacher Comments:</b></p>
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