Student:								D:	ate·			
student					eading Fl RADE1	•		ic	atc			
ELA.2.F.	<b>1.4:</b> Read	grade lev	el texts	with <u>accu</u>	acy, auto	omatic	ity, and	d <u>app</u>	ropriat	te prosoc	ly or expr	ession.
1. <u>F</u>	<u>Rate*</u>											
Circle th	e grade be	low that	reflects	the stude	nt's readi	ing rate	e while	eread	ing the	e passage	e. (WCPM	)
	100/A+	95/A	90/A-	85/B	80/B-	75/0	70,	/C-	65/D	60/D-	55/F	50/F
WCPM	85+	84-78	77-70	69-60	59- <u><b>50</b></u>	49-44	43-	37	36-30	29-24	23-11	10-0
based o	ff Hasbroud	k-Tindal l	Fluency N	orms 2017	(Fall)					•	•	•
Jse the	Accuracy formula be			C		асу.			07			
	ords read Total word		rors	<b>X</b> 10	0 =				%			
=	percentage onal levels.					_	-			=		
	Independ	ent	Inst	ructional				Fru	strati	onal		
98-10 accur	1	95-97% accurate		0-94% ccurate	89-80 accura		79-7 accu			9 - 60% accurate	59% and below accurate	
100,	/A+	95/A		85/B	75/	c	65,	/D		55/F	5	0/F
3. <u>F</u>	Expression	n and ph	rasing*	* Circle the	box that re	eflects t	he stud	lent's e	express	ion and ph	rasing wh	ile reading
	95/A		85/I	3	7	75/C			65/I	)	55	/F
<ul> <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</li> </ul>		tul tl pp	nree- or fo hrase grou lajority of eems appr yntax of th	eads primarily in ree- or four-word nase groups. ajority of phrasing ems appropriate rntax of the author preserved.		<ul> <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</li> </ul>		<ul> <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</li> </ul>			<ul> <li>Unable to sound out words correctly.</li> <li>Struggles with letter/ sound correspondence.</li> <li>Expression and phrasing could not be</li> </ul>	

Rate \_\_\_\_\_ + Accuracy \_\_\_\_ + Expression & phrasing \_\_\_\_\_/3 = FLUENCY

OVERALL FLUENCY GRADE \_\_\_\_
(Fluency grade is an average of rate, accuracy, and expression & phrasing.)

or passage.

unrelated to larger

context of sentence

interpretation is

present.

with expressive interpretation.

\*\*Adapted from NAEP Fluency Scale

preserve

meaningful syntax.

determined.

A.2.F.1.4: Read grade level texts with accuracy, automaticity, and appropriate prosody or expression.  1. Rate* role the grade below that reflects the student's reading rate while reading the passage. (WCPM)  100/A+ 95/A 90/A- 85/B 80/B- 75/C 70/C- 65/D 60/D- 55/F 50/I  CPM 110+ 109-104 103-98 97-91 90-84 83-72 71-59 58-48 47-36 35-18 17-0  ased off Hasbrouck-Tindal Fluency Norms 2017 (Winter)  2. Accuracy e the formula below to determine a grade for accuracy. tal words read - total errors X 100 =	uuciii.							Da	te:			
A.2.F.1.4: Read grade level texts with accuracy, automaticity, and appropriate prosody or expression.  1. Rate*  Total the grade below that reflects the student's reading rate while reading the passage. (WCPM)  100/A+ 95/A 90/A- 85/B 80/B- 75/C 70/C- 65/D 60/D- 55/F 50/I  TOTAL words read 110+ 109-104 103-98 97-91 90-84 83-72 71-59 58-48 47-36 35-18 17-0  TOTAL words read - total errors X 100 =	_				Oral Rea	ding Flue	ency Rul					
100/A+ 95/A 90/A- 85/B 80/B- 75/C 70/C- 65/D 60/D- 55/F 50/I    100/A+ 95/A 90/A- 85/B 80/B- 75/C 70/C- 65/D 60/D- 55/F 50/I   110+ 109-104 103-98 97-91 90-84 83-72 71-59 58-48 47-36 35-18 17-0     130- 104					2ND GR	ADE2NI	O 9 WEE	KS				
100/A+ 95/A 90/A- 85/B 80/B- 75/C 70/C- 65/D 60/D- 55/F 50/I    100/A+ 95/A 90/A- 85/B 80/B- 75/C 70/C- 65/D 60/D- 55/F 50/I   110+ 109-104 103-98 97-91 90-84 83-72 71-59 58-48 47-36 35-18 17-0     130- 104	LA.2.F	<b>1.4:</b> Read	d grade leve	l texts wi	th <u>accura</u>	icy, autom	aticity, a	nd appr	opriate p	rosody oi	expres	sion.
Total words read   Total errors   X   100   100/A+, 95/A   200/A+, 95/A   200/A			O							<u>,                                      </u>	-	
100/A+   95/A   90/A-   85/B   80/B-   75/C   70/C-   65/D   60/D-   55/F   50/I	_	<u> </u>	elow that r	eflects th	e student	's reading	rate wh	ile readi	ng the na	issage. (W	/CPM)	
110+   109-104   103-98   97-91   90-84   83-72   71-59   58-48   47-36   35-18   17-0						Ī				,		E0 /F
2. Accuracy e the formula below to determine a grade for accuracy.  tal words read - total errors X 100 =		100/A+	95/A	90/A-	85/B	80/B-	75/C	70/C-	65/D	60/D-	55/F	50/F
e the formula below to determine a grade for accuracy.  tal words read - total errors X 100 =	WCPM	110+	109-104	103-98	97-91	90- <u><b>84</b></u>	83-72	71-59	58-48	47-36	35-18	17-0
tal words read - total errors X 100 =	ased o	ff Hasbrou	ıck-Tindal Flı	uency Nor	ms 2017 (	(Winter)						
tal words read - total errors X 100 =	2	<b>\</b>										
Total words read - total errors X 100 =	_	-			J _ C_		_					
e the percentage above to determine if the student's reading accuracy falls in the independent, instructional, or strational levels. Circle either 100/A+, 95/A, 85/B, 75/C, 65/D, 55/F, 50/F. This is the student's grade for curacy.  Independent Instructional Frustrational  98-100% 95-97% 90-94% 89-80% 79-70% 69-60% accurate  100/A+ 95/A 85/B 75/C 65/D 55/F 50/F  3. Expression and phrasing** Circle the box that reflects the student's expression and phrasing while reading three-or four-word phrase groups.  Preservation of the author's syntax is consistent.  Some or most of the author's syntax is consistent.  Some or most of the student's expression and phrasing word-by-word phrases.  Majority of phrasing seems appropriate to syntax is consistent.  Some or most of the author is preserved.  Little or no expressive interpretation is present.  Some or most of the student's reading accuracy falls in the independent, instructional, or student's grade for device for device for accurate  89-80% 79-70% 69-60% 59% and below accurate ac	se tne	iormuia i	below to det	ermine a	grade to	r accuracy	<b>/.</b>					
the percentage above to determine if the student's reading accuracy falls in the independent, instructional, or strational levels. Circle either 100/A+, 95/A, 85/B, 75/C, 65/D, 55/F, 50/F. This is the student's grade for curacy.    Independent	<u>otal wo</u>	ords read	<u>- total erro</u>	ors_X	100	=		9	6			
the percentage above to determine if the student's reading accuracy falls in the independent, instructional, or strational levels. Circle either 100/A+, 95/A, 85/B, 75/C, 65/D, 55/F, 50/F. This is the student's grade for curacy.    Independent	7	Total wor	ds read									
strational levels. Circle either 100/A+, 95/A, 85/B, 75/C, 65/D, 55/F, 50/F. This is the student's grade for curacy.    Independent												
Independent Instructional Frustrational  98-100% 95-97% 90-94% accurate accurate accurate accurate accurate accurate accurate  100/A+ 95/A 85/B 75/C 65/D 55/F 50/F  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  • Reads primarily in three- or four-word phrase groups. • Majority of phrasing seems appropriate the author's syntax is consistent. • Some or most of the story is read with expressive interpretation. • Little or no expressive interpretation. • Adapted from NAEP Fluency Scale	se the p	percentage	above to de	termine if	the stude	nt's readin	g accurac	y falls in	the indep	endent, in	struction	ıal, or
Independent   Instructional   Securational   Secu	ustrati	onal levels	. Circle eith	er 100/A-	+, 95/A, 8	85/B, 75/0	C, 65/D, 5	55/F, 50/	<b>F.</b> This is	the studer	ıt's grade	e for
98-100% accurate accu	curacy	7.										
accurate acc		Indepen	dent	Instru	ctional			Fru	stration	al		
accurate acc	00 10	000%	05 070%	90.9	240%	QQ QQ0/	5 70	700%	69-60%		50% and	helow
100/A+ 95/A 85/B 75/C 65/D 55/F 50/F  3. Expression and phrasing** Circle the box that reflects the student's expression and phrasing while reading the story is read with expressive interpretation.  100/A+ 95/A 85/B 75/C 65/D 55/F  Reads primarily in three- or four-word phrase groups.  • Reads primarily in three- or four-word phrase groups.  • Reads primarily in two-word phrases.  • Some word-by-word reading may be present.  • Word groupings may seem awkward and unrelated to larger context of sentence or passage.  • Some or most of the story is read with expressive interpretation.  • Little or no expressive interpretation is present.  • Little or no expressive interpretation.  • Little or no expressive interpretation is present.							-	· -	05-0	070		DEIOW
3. Expression and phrasing** Circle the box that reflects the student's expression and phrasing while reading may be preservation of the author's syntax is consistent.  Some or most of the story is read with expressive interpretation.  Some or most of the expressive interpretation.  Some or most of the story is read with expressive interpretation.  Some or most of the story is read with expressive interpretation.  Some or most of the story is read with expressive interpretation.  Some or most of the story is read with expressive interpretation.  Some or most of the story is read with expressive interpretation.  Some or most of the story is read with expressive interpretation.  Some or most of the story is read with expressive interpretation.  Some or most of the story is read with expressive interpretation.  Some or most of the story is read with expressive interpretation.  Some or most of the story is read with expressive interpretation.  Some or most of the story is read with expressive interpretation.  Some or most of the story is read with expressive interpretation.  Some or most of the story is read with expressive interpretation.  Some or most of the story is read with expressive interpretation.  Some or most of the story is read with expressive interpretation is present.  Some or most of the author is preserved.  Some or most of the story is read with expressive interpretation is present.  Some or most of the story is read with expressive interpretation is present.  Some or most of the story is read word-by-word reading may be present.  Some or most of the story is read word-by-word or three-word phrases may occur — but these are infrequent and/or they do not preserve meaningful syntax.  Some or most of the story is read word-by-word or three-word phrases may occur — but these are infrequent and/or they do not preserve meaningful syntax.	uccu.	rate		acce				rurate	accui	ate	accur	ate
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<ul> <li>Reads primarily in three- or four-word 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> <li>Reads primarily in three- or four-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 interpretation.</li> <li>Reads primarily in two-word phrases.</li> <li>Some word-by-word.</li> <li>Occasional two-word or three-word phrases may occur phrases may occur obustnessive interpretation is present.</li> <li>Reads primarily in two-word phrases.</li> <li>Some word-by-word.</li> <li>Occasional two-word or three-word phrases may occur obustnessing and unrelated to larger context of sentence or passage.</li> <li>Expression and phrasing could not be determined.</li> </ul>	100,	/A+		85								
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meaningful phrase groups.  Preservation of the author's syntax is consistent.  Some or most of the story is read with expressive interpretation.  Majority of phrasing seems appropriate Syntax of the author is preserved.  Little or no expressive interpretation.  Majority of phrasing seems appropriate Syntax of the author is preserved.  Word groupings may be present.  Word groupings may seem awkward and unrelated to larger context of sentence or passage.  Majority of phrasing word-by-word reading may be present.  Word groupings may seem awkward and unrelated to larger context of sentence or passage.  Majority of phrasing word-by-word reading may be present.  Word groupings may seem awkward and unrelated to larger context of sentence or passage.  Majority of phrasing word-by-word reading may be present.  Word groupings may seem awkward and unrelated to larger context of sentence or passage.	3. <u>H</u>	Expression 95/A	95/A	nsing** C 85/B	ircle the b	75/C ox that refle	ects the st	udent's ex	55, expression a	/F	50/ ng while 55/F	<b>F</b> readin
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consistent. Some or most of the story is read with expressive interpretation.  dayted from NAEP Fluency Scale  • Little or no expressive and unrelated to larger context of sentence or passage.  may seem awkward and unrelated to larger context of sentence or passage.  may seem awkward and unrelated to preserve determined.  may seem awkward and unrelated to preserve meaningful syntax.	• Readin la mea phra	Expression  95/A  ds primarily  arger,  aningfuly  ase groups.  servation o	95/A  on and phra  y  Rea thre phra  Maj seer	asing** C  85/B  ds primaril ee- or four-v ase groups. ority of phr ms appropr	y in word • rasing riate	75/C ox that refle 75/C Reads prin two-word Some word-by-w reading ma	ects the st  C  narily in phrases.	• Read word • Occa two-three	55,  spression a  65/D  Is primarily d-by-word, sional word or e-word	y  • I	50/ ng while 55/F Unable to out words correctly. Struggles setter/ sou	readir sound with
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the story is read with expressive interpretation.  dapted from NAEP Fluency Scale  interpretation is larger context of sentence or passage.  larger context of meaningful syntax.  passage.	• Read in la mea phra e Pres the synt	Expression  95/A  ds primarily  ds primarily	95/A  on and phra  y  Rea thre phra  Maji seer  Syntis phra is phra	asing** Casing** Casi	y in word - asing riate uthor	75/C ox that reflection 75/C Reads printwo-word Sometword-by-word-by-wreading mapresent. Word ground	ects the st C narily in phrases. vord ay be	• Read word • Occa two-three phra — bu	55,  spression a  65/D  Is primarily al-by-word, sional word or e-word ses may out these are	y • U ccur e • E	50/ ng while 55/F Unable to out words correctly. Struggles setter/ sourcespon Expression	readir sound with and dence.
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dapted from NAEP Fluency Scale	• Read in la mea phra the synt cons	Expression  95/A  ds primarily  arger,  aningfuly  ase groups.  servation of  author's  tax is  sistent.  and or most of  story is real	95/A  on and phra  y  Real three phra  Maji seer Syntis pro Little expres d inte	asing** C  85/B  ds primaril ee- or four-tase groups. ority of phr ms appropr tax of the arreserved. e or no ressive rpretation	y in word • rasing riate uthor	75/C ox that reflection 75/C Reads print two-word Some word-by-wreading mapresent. Word ground groun	ects the st  C  narily in phrases.  word ay be  upings awkward ated to text of	• Read word • Occa two-three phra — be infree they pres	55,  construction of the second of the secon	y • U ccur e /or r ccur	50/ ng while 55/F Unable to out words correctly. Struggles etter/ sour correspondations of the contrasting contrasting contrasting contractions of the contractions of	reading sound with and dence. and could
	Rear in la mea phrace the synt cons     Som the swith	Expression  95/A  ds primarily  arger,  aningfuly  ase groups.  servation of  author's  tax is  sistent.  arger  a	95/A  on and phra  y  Real three phra  Maji seer Syntis pro Little expres d inte	asing** C  85/B  ds primaril ee- or four-tase groups. ority of phr ms appropr tax of the arreserved. e or no ressive rpretation	y in word • rasing riate uthor	75/C ox that reflection 75/C Reads print two-word Some word-by-wreading mapresent. Word group may seem and unrelated larger continues of the sentence of the s	ects the st  C  narily in phrases.  word ay be  upings awkward ated to text of	• Read word • Occa two-three phra — be infree they pres	55,  construction of the second of the secon	y • U ccur e /or r ccur	50/ ng while 55/F Unable to out words correctly. Struggles etter/ sour correspondations of the contrasting contrasting contrasting contractions of the contractions of	readir sound with and dence a and could
	Read in late means phraginal ph	Expression  95/A  ds primarily  arger,  aningfuly  ase groups.  servation of  author's  tax is  sistent.  are or most of  story is real  an expression  rpretation.	95/A  on and phra  y  Rear thre phra  Maji seer Synti is pr  Littl expi d inte pres	asing** C  85/B  ds primaril ee- or four-tase groups. ority of phr ms appropr tax of the arreserved. e or no ressive rpretation	y in word • rasing riate uthor	75/C ox that reflection 75/C Reads print two-word Some word-by-wreading mapresent. Word group may seem and unrelated larger continues of the sentence of the s	ects the st  C  narily in phrases.  word ay be  upings awkward ated to text of	• Read word • Occa two-three phra — be infree they pres	55,  construction of the second of the secon	y • U ccur e /or r ccur	50/ ng while 55/F Unable to out words correctly. Struggles etter/ sour correspondations of the contrasting contrasting contrasting contractions of the contractions of	readir sound with and dence a and could

Rate \_\_\_\_\_ + Accuracy \_\_\_\_ + Expression & phrasing \_\_\_\_\_/3 = FLUENCY

OVERALL FLUENCY GRADE \_\_\_\_
(Fluency grade is an average of rate, accuracy, and expression & phrasing.)

Student:							Da	to:			
Student:				Oral Rea	ding Flue	ncv Ru		te:			
					ADE3RD	•					
ELA.2.I	F. <b>1.4</b> : Read	d grade level	texts wi	th <u>accura</u>	acy, automa	aticity, a	ınd <u>appr</u>	opriate p	rosody o	r expres	sion.
<b>1.</b> ]	Rate*										
Circle t	he grade b	elow that re	eflects th	e studen	t's reading	rate wh	ile readi	ng the pa	issage. (V	VCPM)	
	100/A+	95/A	90/A-	85/B	80/B-	75/C	70/C-	65/D	60/D-	55/F	50/F
WCPM	110+	109-104	103-98	97-91	90- <u><b>84</b></u>	83-72	71-59	58-48	47-36	35-18	17-0
*based o	off Hasbrou	ıck-Tindal Flu	iency Nor	ms 2017	(Winter)						
	_		-								
_	Accuracy			1 6							
Use the	formula b	oelow to det	ermine a	grade to	r accuracy.						
<u>Total w</u>	ords read	<u>- total erro</u>	ors X	100	=		9	6			
,	Total word	ds read									
accuracy		. Circle eithe ———dent	· 	+, 95/A, 8  ctional	35/B, 75/C	, 65/D,		F. This is  stration		nt's grade	e for
00.1	000/	05 070/	00	0.407	00.000/	70	9-70% 69-60%		00/ [	59% and below	
accu	00% ırate	95-97% accurate	accı	94% irate	89-80%	/ 5	9-70%	09-0	0%   5	accurate	
100	/A+			11 4 6 6	accurate	e ac	curate	accu	rate	accur	
		95/A	85	5/B	75/C			55		accur <b>50</b> /	ate
<b>3.</b> ]	Expression	95/A on and phra	ļ	5/B	75/C	(	curate 55/D	55,	/F	50/	ate <b>F</b>
3. ]	Expression 95/A	-	ļ	5/B	75/C	cts the st	curate 55/D cudent's ex	55,	/F	50/	ate <b>F</b> reading.

**Teacher Comments:** Rate \_\_\_\_\_ + Accuracy \_\_\_\_ + Expression & phrasing \_\_\_\_\_/3 = FLUENCY

OVERALL FLUENCY GRADE \_

(Fluency grade is an average of rate, accuracy, and expression & phrasing.)

Student:		Date:
	<b>Oral Reading Fluency Rubric</b>	
	2ND GRADE4TH 9 WEEKS	

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

## 1. Rate\*

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

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

<sup>\*</sup>based off Hasbrouck-Tindal Fluency Norms 2017 (Spring)

## 2. Accuracy

Use the formula below to determine a grade for accuracy.

Total words read <u>-</u> 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.

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		
100/A+	95/A	85/B	75/C	65/D	55/F	50/F		

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> <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> <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> <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> <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> <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>

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