

SD#42. iPod Multidimensional Fluency Scale

	1	2	3	4
Snapshot	<i>Reads primarily in a word- by- word fashion. Occasional 2 word and 3 word phrasing may occur, but these are infrequent. Meaningful syntax not preserved. Read without expression or intonation. Reading seems laboured and difficult.</i>	<i>Reads primarily in two-word phrases with occasional 3 or 4 word phrases. Some word- by- word phrasing may be present. Word groupings may be awkward and unrelated to the larger context of the sentence or passage. Passage is read with little or inappropriate expression or intonation.</i>	<i>Reads primarily in 3 or 4 word phrases. Some smaller phrases may be present. Most of the phrasing is appropriate and preserves the author's syntax. Some of the text is read with appropriate expression and intonation.</i>	<i>Reads primarily in longer, meaningful phrases. Self-corrections to not detract from the overall structure or meaning of the passage. The reader preserves the author's syntax. Most of the text is read with appropriate expression and intonation. A sense of ease is present.</i>
Accuracy	<ul style="list-style-type: none"> • Word recognition accuracy is poor (below 85%) • Struggles to decode words • Decoding attempts lead to little success 	<ul style="list-style-type: none"> • Word recognition accuracy is marginal (86-90%) • Struggles on many words • attempts to self-correction 	<ul style="list-style-type: none"> • Word recognition accuracy is good (91-95%) • Self corrects successfully 	<ul style="list-style-type: none"> • Word recognition accuracy is excellent (96 %) • Self corrections are few but successful as nearly all words are read correctly on initial attempt
Phrasing	<ul style="list-style-type: none"> • Little sense of phrase boundaries • Frequent word by word reading • Usually exhibits improper stress and intonation that fail to mark ends of sentences and clauses • Monitone 	<ul style="list-style-type: none"> • Frequent two and three word phrases giving the impression of choppy reading • Lacks appropriate stress and intonation that mark ends of sentences and clauses • Little expression 	<ul style="list-style-type: none"> • Mixture of run-ons, mid sentence pauses for breath, and possibly some choppiness • Reasonable stress and intonation • Developing some expression 	<ul style="list-style-type: none"> • Generally well phrased, mostly in phrase, clause and sentence units • Adequate attention to expression
Smoothness	<ul style="list-style-type: none"> • Frequent extended pauses, hesitations, false starts, sound-outs, repetitions, and/or multiple attempts 	<ul style="list-style-type: none"> • Several 'rough spots' in text where extended pauses, hesitations, etc. are more frequent and disruptive 	<ul style="list-style-type: none"> • Occasional breaks in smoothness caused by difficulties with specific words and/or structures 	<ul style="list-style-type: none"> • Generally smooth reading with minimal breaks, but word and structure difficulties are resolved quickly, usually through self-correction
Pace (During sections of minimal disruption)	<ul style="list-style-type: none"> • Slow and laborious 	<ul style="list-style-type: none"> • Moderately slow (or overly and inappropriately fast) • Developing pace 	<ul style="list-style-type: none"> • Consistent pace 	<ul style="list-style-type: none"> • Consistently conversational and appropriate

Use the subscales to rate reader fluency on the four dimensions of accuracy, phrasing, smoothness, and pace. Scores will range from 4-16. Scores of 9 and above will indicate that fluency has been achieved for the grade level of the passage read. Scores below 8 indicate that fluency may be a concern.
Adapted from "The Fluent Reader" by Timothy V. Rasinski