

	1	2	3	4
Expression and volume	Reads as if simply to get the words out. Little sense of trying to make text sound like natural language. Tends to read in a quiet voice.	Sometimes uses voice to make text sound like natural language. Focus remains largely on pronouncing words. Still reads in a quiet voice.	Makes text sound like natural language throughout much of the passage. Occasionally slips into expressionless reading. Voice volume is generally appropriate.	Reads with good expression and enthusiasm throughout the text. Varies expression and volume to match his or her interpretation of the passage.
Phrasing	Reads in monotone with little sense of phrase boundaries; frequently reads word by word.	Frequently reads in two- and three-word phrases, giving the impression of choppy reading; improper stress and intonation; fails to mark ends of sentences and clauses.	Reads with a mixture of run-ons, midsentence pauses for breath, and some chopiness; reasonable stress and intonation.	Generally reads with good phrasing, mostly in clause and sentence units, with adequate attention to expression.
Smoothness	Makes frequent extended pauses, hesitations, false starts, sound-outs, repetitions, and/or multiple attempts.	Experiences several 'rough spots' in text where extended pauses or hesitations are more frequent and disruptive.	Occasionally breaks smooth rhythm because of difficulties with specific words and/or structures,	Generally reads smoothly with some breaks, but resolves word and structure difficulties quickly, usually through self-correction.
Pace	Reads slowly and laboriously.	Reads moderately slowly.	Reads with an uneven mixture of fast and slow pace.	Consistently reads at appropriate rate.

Multidimensional Fluency Scale (Rasinski and Padek 2003)