**Multidimensional Fluency Scale**

Use the following subscales to rate reader fluency on the four dimensions of accuracy, phrasing, smoothness, and pace. Scores will range from 4 to 16. Scores of 9 and above indicate that fluency has been achieved for the grade level of the passage read. Scores below 8 indicate that fluency may be a concern.

**A. Accuracy**

1. Word recognition accuracy is poor: generally below 85%. Reader clearly struggles in

decoding words. Makes multiple decoding attempts for many words, usually without success.

2. Word recognition accuracy is marginal: 86%-90%. Reader struggles on many words. Many

unsuccessful attempts at self-correction.

1. Word recognition accuracy is good: 91%-95%. Self-corrects successfully.
2. Word recognition accuracy is excellent: 96%. Self-corrections are few but successful as nearly all

words are read correctly on initial attempt.

**B. Phrasing**

1. Monotonic, with 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.

2. Frequent two- and three-word phrases giving the impression of choppy reading; lacks appropriate

stress and intonation that marks ends of sentences and clauses.

3. Mixture of run-ons, mid-sentence pauses for breath, and possibly some choppiness; reasonable

stress and intonation.

4. Generally well phrased; mostly in phrase, clause, and sentence units; with adequate attention to

expression.

**C. Smoothness**

1. Frequent extended pauses, hesitations, false starts, sound-outs, repetitions, and/or multiple attempts.

2. Several “rough spots” in text where extended pauses, hesitations, etc. are more frequent and

disruptive.

3. Occasional breaks in smoothness caused by difficulties with specific words and/or structures.

4. Generally smooth reading with minimal breaks, but word and structure difficulties are resolved

quickly, usually through self-correction.

**D. Pace** (during sections of minimal disruption)

1. Slow and laborious.

2. Moderately slow (or overly and inappropriately fast).

3. Uneven mixture of fast and slow reading.

4. Consistently conversational and appropriate.

*From* ***The Fluent Reader*** *by Timothy V. Rasinski*