

NAEP Oral Reading Fluency Scale

4. Reads primarily in larger, meaningful phrase groups. Although some regressions, repetitions, and deviations from the text may be present, these do not appear to detract from the overall structure of the story. Preservation of the author's syntax is consistent. Some or most of the story is read with expressive interpretation. Reads at an appropriate rate.
3. Reads primarily in three–and four–word phrase groups. Some smaller groupings may be present. However, the majority of phrasing seems appropriate and preserves the syntax of the author. Little or no expressive interpretation is present. Reader attempts to read expressively and some of the story is read with expression. Generally reads at an appropriate rate.
2. Reads primarily in two–word phrase groups with some three–and four–word groupings. Some word–by–word reading may be present. Word groupings may seem awkward and unrelated to the larger context of the sentence or passage. A small portion of the text is read with expressive interpretation. Reads significant sections of the text excessively slow or fast.
1. Reads primarily word–by–word. Occasional two–word or three–word phrases may occur – but these are infrequent and/or they do not preserve meaningful syntax. Lacks expressive interpretation. Reads text excessively slow.

A score of 1 should also be given to a student who reads with excessive speed, ignoring punctuation and other phrase boundaries, and reads with little or no expression.

Fluency Level / AV

FLUENCY LEVEL	AVERAGE PROFICIENCY	PERCENTAGE OF STUDENTS
4	249	13
3	229	42
2	207	38
1	179	7

Source: U.S. Department of Education, National Center for Education Statistics.
Listening to Children Read Aloud, 22.
Washington, D.C.: 1995