

Fluency rubric. Grade 9 (MYP), Design Technology

Grading Rubric for Evaluating Fluency of Reading Design Technology (or other middle school subject-specific texts):

This rubric evaluates students' performance in reading subject-specific texts and assesses their fluency based on three criteria: accuracy, rate, and prosody. According to the rubric, the maximum score a student can receive is 100 (proficient in all three criteria).

Accuracy: This criterion measures the extent to which the student reads the text with precision and correctness. In the proficient category, the student consistently reads the text accurately, demonstrating a high level of comprehension and understanding. In the emerging category, the student shows occasional errors but generally maintains a reasonable level of accuracy. In the beginning category, the student struggles with accuracy, frequently making errors that hinder comprehension.

Rate: This criterion evaluates the speed at which the student reads the text. In the proficient category, the student reads at an appropriate pace, demonstrating a smooth and consistent flow. In the emerging category, the student reads at a moderate pace, with occasional hesitations or interruptions. In the beginning category, the student reads slowly, often stumbling over words or pausing frequently.

Prosody: This criterion assesses the student's ability to read with appropriate expression, intonation, and phrasing. In the proficient category, the student effectively conveys the meaning and tone of the text through expressive reading, using appropriate pauses, emphasis, and intonation. In the emerging category, the student demonstrates some understanding of prosody but may exhibit inconsistencies or limited variation in expression. In the beginning category, the student reads with little or no expression, lacking the ability to convey the intended meaning and tone of the text.

By using this rubric, teachers and students can evaluate the fluency of student(s) in reading subject-specific (design technology) texts and provide/receive targeted feedback to support their growth and development in these areas. Reading can occur during any formative assessments in-class (reading from a slide, printed text, textbook, laptop). Besides evaluating the fluency, the main goal of reading may vary depending on the task.

Note to students: Please get acquainted with the definitions of accuracy, rate, prosody provided above. During any oral assessment (formal, informal) you may be evaluated against these criteria to gather information of the literacy level in your class. Keep in mind the expectations required to receive “proficient” in reading skills. The provided rubric can be used independently by students for self-assessment before receiving the official feedback. Regular self-monitoring may help achieve outstanding performance in the subject and promise a high result in literacy.

	Proficient (33 points)	Emerging (25 points)	Beginning (17 points)
Accuracy	The student consistently reads the text accurately, demonstrating a high level of comprehension and understanding. They rarely make errors that affect the overall meaning of the text. For example, they correctly pronounce complex design technology specific terms, interpret punctuation marks accurately, and maintain proper word order. They correctly and comfortably spell new terms.	The student shows occasional errors but generally maintains a reasonable level of accuracy. They may mispronounce some design technology-specific terms or encounter difficulties with complex sentence structures, resulting in minor comprehension gaps. They sometimes correctly and comfortably spell new terms. However, these errors do not significantly impede understanding. With guidance and practice, the student has the potential to improve their accuracy.	The student struggles with accuracy, frequently making errors that hinder comprehension. They may mispronounce multiple subject-specific terms, omit or substitute words, or misinterpret punctuation marks, leading to substantial comprehension difficulties. They often struggle pronouncing new terms. The student requires significant support and targeted instruction to address their accuracy issues and improve their overall reading fluency.
Rate	The student reads at an appropriate pace, demonstrating a smooth and consistent flow. They maintain a consistent rhythm and do not rush through the text or pause unnecessarily. The student's reading speed aligns with the complexity of the subject-specific text, allowing for comprehension and engagement.	The student reads at a moderate pace, with occasional hesitations or interruptions. They may encounter some difficulties in maintaining a consistent rhythm or flow. The student's reading speed may vary slightly, with occasional instances of rushing or slowing down. With practice and guidance, the student can work towards improving their pacing and achieving a more consistent rate.	The student reads slowly, often stumbling over words or pausing frequently. Their reading speed is significantly below the expected level for the subject-specific text. The student may struggle to maintain a consistent flow and may require frequent breaks or extended pauses to decode words or comprehend the text. Intensive support and targeted interventions are necessary to help the student improve their reading rate.
Prosody	The student effectively conveys the meaning and tone of the text through expressive reading, using appropriate pauses, emphasis, and intonation. They demonstrate a deep understanding of how prosody enhances comprehension and engage the listener with their expressive delivery. The student's reading reflects the intended mood, emotions, and nuances of the design technology-specific text.	The student demonstrates some understanding of prosody but may exhibit inconsistencies or limited variation in expression. They make occasional attempts to use appropriate pauses, emphasis, and intonation to convey meaning. However, their delivery may lack consistent expression or fail to fully capture the subtleties of the design technology-specific text. With guidance and practice, the student can develop a more consistent and nuanced use of prosody.	The student reads with little or no expression, lacking the ability to convey the intended meaning and tone of the text. Their delivery is flat and devoid of appropriate pauses, emphasis, or intonation. The student struggles to capture the emotions, mood, or nuances present in the design technology-specific text. Extensive support, modeling, and explicit instruction are necessary to help the student develop their prosodic skills.

Reflection

Utilizing a rubric for assessing student performance provides teachers with a valuable tool for giving corrective feedback. By clearly outlining the criteria and performance levels, a rubric offers a structured framework that enables teachers to provide specific and targeted feedback to students. This structured approach helps ensure consistency in feedback and allows teachers to address areas of improvement effectively. For example, if a rubric identifies accuracy, rate, and prosody as criteria for evaluating reading fluency, the teacher can provide feedback to students by referencing specific areas where they excelled or struggled in each criterion. This specificity helps students understand their strengths and areas needing improvement, enabling them to focus their efforts more effectively.

Moreover, a rubric helps teachers provide constructive feedback that is meaningful and actionable. Instead of offering vague or general comments, the rubric guides teachers to provide feedback that is aligned with the specific criteria outlined. For instance, if a student's prosody is marked as "emerging," the teacher can provide feedback by highlighting specific instances where the student demonstrated inconsistent use of appropriate pauses or intonation. This specific feedback allows students to understand the specific areas they need to work on and provides clear direction for improvement. Additionally, a rubric also empowers students to self-assess their own performance, as they can use the criteria and performance levels to evaluate their work before receiving feedback from the teacher. This self-assessment promotes metacognitive skills and encourages students to take ownership of their learning and growth.

Example: I may ask a student to read a paragraph from our Design Technology textbook/powerpoint slide. If a student mispronounces terms, encounter difficulties with complex sentence structures, which demonstrates minor accuracy/comprehension gaps. If the student reads at a moderate or slow rate, with occasional hesitations or interruptions that shows that it takes time for him/her to “digest” the information and he/she is not comfortable with the topic. Prosody would illustrate a high level of comprehension, and if the student is lacking consistent expression he/she fails in a way to fully capture the subtleties of the design technology-specific text. I would definitely give the student some reading assignments. I’ll be asking for brief summaries, and keep checking his/her fluency progress in a formative way. The rubric would help me to evaluate the performance and indicate if in 1 semester the student is able to go from beginning/emerging to proficient. High achievements in fluency = achievements in other fields (because fluency/high level of literacy allows learning new information at a faster speed without any obstacles).

Reference:
Wolf, G.M. (2018). Developing Reading Automaticity and Fluency: Revisiting What Reading Teachers Know, Putting Confirmed Research into Current Practice. Retrieved from <https://drive.google.com/file/d/18bICwgsDzNkekS6YJALBU6bjV9RJIXZM/view>

Assessing Fluency. Retrieved from <https://www.colorincolorado.org/article/assessing-fluency>