

**Figure 2.8 National Assessment of Educational Progress Fluency Scale.**

<b>Fluent</b>	Level 4	Reads primarily in larger, meaningful phrase groups. Although some regressions, repetitions, and deviations from 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.
<b>Fluent</b>	Level 3	Reads primarily in three- or four-word phrase groups. Some small 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.
<b>Non-fluent</b>	Level 2	Reads primarily in two-word phrases with some three- or four-word groupings. Some word-by-word reading may be present. Word groupings may seem awkward and unrelated to larger context of sentence or passage.
<b>Non-fluent</b>	Level 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.

Source: Daane, M. C., Campbell, J. R., Grigg, W. S., Goodman, M. J., and Oranje, A. (2005). *Fourth-grade students reading aloud: NAEP 2002 special study of oral reading* (NCES 2006-469), p. 28. U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics. Washington, DC: Government Printing Office.