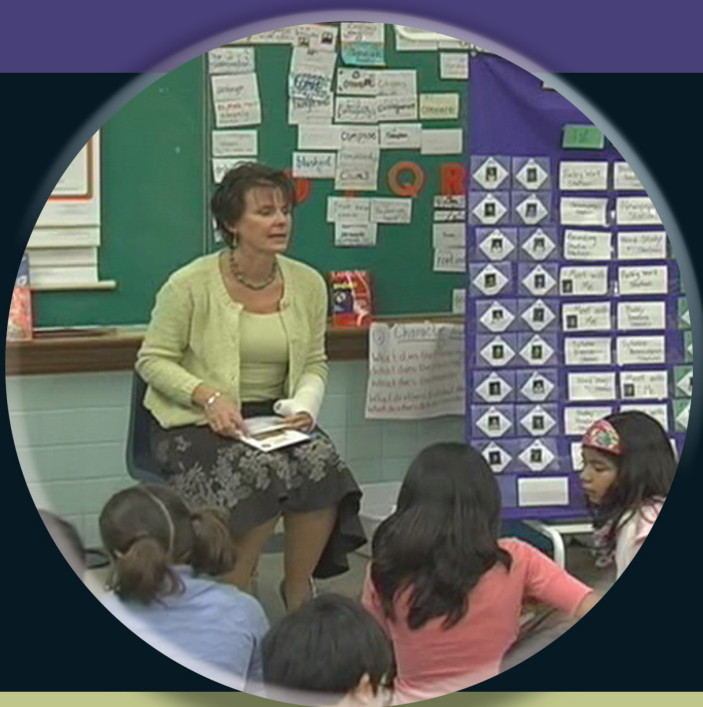


Stenhouse Close- **Ups**

Fluency Rubric



DEBBIE DILLER

WORKSHOP GUIDE

Copyright © 2007 Stenhouse Publishers, Portland, Maine

All rights reserved. This guide may be photocopied for staff development use only.

Fluency Rubric

Workshop Overview

1. Distribute copies of “The Fluency Rubric” (page 4) and copies of the blank template, “Fluency Score Rubric” (page 6).
2. View the video and discuss (see “Questions for Discussion” on page 5).
3. Ask participants to try out the rubrics with students in their classrooms and bring back student work samples to a follow-up meeting (see “Workshop Suggestions” on page 5).

The Fluency Rubric

by Debbie Diller

The Fluency Rubric is designed for listening or recording work stations in the intermediate grades. It is a tool for students to use with partners. The rubric helps students think through together what fluency skills they are developing and which ones they might work on together or independently.

You'll notice that, as I introduce the rubric, I take students step-by-step through its use. Whenever a new tool is introduced, detailed explanation and modeling are so important. In addition, I've found that students need to be taken through the process of using equipment such as tape recorders. Because many of the students in this classroom are English language learners, they may not recognize some of the simple commands in English on the recorder. To support them, we add colored green and red labels for the play and stop buttons. While this process is time-consuming initially, it saves management time and individual coaching in the long run.

After students used the rubric in the work station for the first time, their teacher, Lisa Gregory, and I visited the station to listen to their recordings and check their use of the rubric. One thing we noticed was that the recording was difficult to hear. We decided to buy an external microphone to assist in the recording of the reading for the rubric.

When setting up new materials and activities in work stations, this preparation, monitoring, and assessment are continuous for us. We are constantly checking back in with the children and reviewing their work to see how we can improve the activity, link it more closely to other reading and writing, and use it as a springboard to develop related literacy skills.

Students might not naturally develop an interest in fluency, but they do like recording their voices, and most know the concept of karaoke. By including just a bit of technology in their station work, we gain a recording of their reading and students have a fun new tool for monitoring their pace and expression with a partner or by themselves.

Questions for Discussion

1. What are the steps for introducing the rubric?
2. How does Debbie involve students in discussion of the rubric?
3. What work stations do you have now that might benefit from the addition of the fluency rubric?
4. How might you create a new work station tied to the rubric?

Workshop Suggestions

Ask participants to try the Fluency Rubric for a week in their classrooms, either in a work station or during a partner reading period. Explain that they should take notes as they observe students using the rubric and then bring these notes and the student rubric samples back to a follow-up session. At the follow-up session, share responses to the following questions:

1. What went well in using the rubric?
2. What adaptations did participants make in their classrooms?
3. How do participants plan to use the rubric in the future?

Fluency Score Rubric

Name: _____ Date: _____

1. choppy reading; no stops at . , ?
2. mostly choppy reading with a little bit of reading so it sounds interesting; some stops at . , ?
3. some choppy reading, but mostly reading so it sounds interesting; stops at . , ?
4. reading so it sounds interesting; stops at . , ?

Fluency Score Rubric

Name: _____ Date: _____

1. choppy reading; no stops at . , ?
2. mostly choppy reading with a little bit of reading so it sounds interesting; some stops at . , ?
3. some choppy reading, but mostly reading so it sounds interesting; stops at . , ?
4. reading so it sounds interesting; stops at . , ?

Books and Videos by Debbie Diller

Books

Literacy Work Stations: Making Stations Work. 2003. Stenhouse.

Practice with Purpose: Literacy Work Stations for Grades 3–6. 2005. Stenhouse.

Making the Most of Small Groups: Differentiation for All. 2007. Stenhouse

Videos

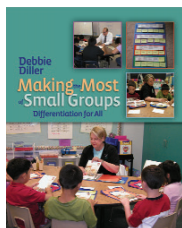
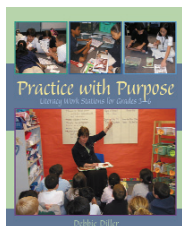
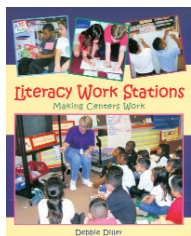
Launching Literacy Stations: Mini-Lessons for Managing and Sustaining Independent Work, K–3. DVD or VHS. 2006. Stenhouse.

Stepping Up with Literacy Stations: Design and Instruction in Grades 3–6. DVD. 2007. Stenhouse.

Available Spring 2008:

Spotlight on Small Groups. DVD. 2008. Stenhouse.

Books and Videos by Debbie Diller



Stenhouse
PUBLISHERS
www.stenhouse.com