

## *Signed Reading Fluency Rubric for Deaf Children*

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To give the screener, videotape a reader reading a story at his present independent reading level or slightly below. Do not use materials at the student's instructional level. Watch the videotape as many times as you need in order to rate each aspect of fluency. Write the rating in the far right column under "points for row". Add all the points; divide by the total points possible; and then determine the holistic category of the overall rating by comparing the percent correct with the categories at the bottom of the rubric. Use this same procedure for each of the two sections.

See back of this protocol for a key questions pertaining to the indicators.

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Reader's Name :  
Evaluator:

DOB:  
CA:

Date of Tape:  
Date Tape Analyzed:

**PART I FLUENCY ENVELOPE**

To analyze *Fluency Envelope*, videotape the student reading a narrative text at his/her independent reading level and rate performance using the rubric below. List points for each trait in far right column. Calculate total points and indicate rating using the scale below the rubric.



General Description of Column	Not Observed (0)	Emerging (1)	Beginning (2)	Developing (3)	Mature/Fluent (4)	Points For Row
Speed	Meaning is unintelligible due to speed (too slow/fast)	Poor attempts. Laden with problems of clarity, correctness and consistency. Too slow/fast. Some text meaning may be obscured due to inappropriate speed.	Fair attempts. Problems with clarity, correctness and consistency. Attempts to vary speed based on story content. Most signs are not obscured by speed.	Clear attempts. May be incorrect or inconsistent. Speed of signing usually matches story content and does not impact intelligibility	Clear, correct, consistent. Speed of signing consistently fits story content...	
Facial expression	No affect or expression associated with story.	Used as personal response, not to convey information to others.	Attempts made to relate facial expression to text. May be stilted.	Attempts are appropriate but may be inconsistent.	Appropriate, consistent facial expression. Conveys content.	
Body movement	No body movement associated with story.	Attempts are made but are not related to the story well.	Attempts are fair. Some may interfere with flow of story.	Good use of body movement. Usually conveys content.	Clear, correct and consistent use of trait to convey content.	
Sign space	No awareness of sign space.	Attempts are made but are inaccurate.	Attempts are fair. Trait interferes with story flow.	Good use of space. Minor errors.	Sign space used accurately at all times.	
Sign Movement	Story unintelligible due to bouncy/stiff/jerky sign movement	Poor control. Signs are primarily bouncy/stiff/jerky	Attempts to control... inappropriate movement... interferes with story flow.	Presentation is steady/relaxed/smooth most of the time.	Consistently steady/relaxed/smooth with appropriate follow...	
Fingerspelling	Unintelligible. Consistently inappropriate placement.	Poor placement and control (stiff/bouncy/jerky).	Some problems with fingerspelling placement and fluency.	Primarily appropriate placement and minimal problems with fluency.	Consistently appropriate placement. Consistently intelligible and fluid (relaxed/steady/smooth)...	

Points earned/Points possible \_\_\_\_/24= \_\_\_\_%

**Fluency Envelope Rating** \_\_\_\_\_

Fluency Envelope Rubric Analysis: Poor= 0-24%; Emerging= 25-49%; Beginning= 50-74%; Developing= 75-90%; Mature= 90-100%

## PART II VISUAL GRAMMAR

Videotape the student reading a narrative text. To analyze syntactic aspects, watch tape and rate student performance using the rubric below. List points for each trait in far right column. Calculate total points and indicate rating using the scale below the rubric.

ASPECT OBSERVED	Not Observed (0)	Emerging (1) Minimal attempts Less than 30% of the time.	Beginning (2) Fair attempts, aspect observed. At least 50% of the time.	Developing (3) Clear attempts, minimal inaccuracies. Used 50 to 90% of the time.	Mature/Fluent (4) Clear, correct, consistent. Used at least 90% of the time.	Points For Row
Use of Space	No indication of spatial awareness. People, places, and things are "layered" or randomly organized.	Minimal use of space. A few people, places, and/or things are logically placed.	Logical use of space is evident during only 50% of the read aloud.	People, places, and/or things are placed appropriated during most of the read aloud. Makes a picture most of the time.	Placement of people, places, and/or things shows evidence of reader's consistent visualization of text.	
Role Taking	No character interactions are identifiable.	Minimal character interactions are evident through role shift.	At least 50% of character interactions are evident through role shift.	The majority of character interactions are evident through role shift.	All characters are clearly and easily identifiable due to appropriate body shift/role taking.	
Eye Gaze	None evident, shows no evidence of text visualization.	Evident during less than 30% of appropriate instances.	Clear and appropriate during at least 50% of the reading.	Present during most of the text rendering, promotes viewer visualization of text.	Consistently appropriate and promotes visualization throughout the text	
Negation	No appropriate negative headshake observed.	Present in less than 30% of appropriate instances	Present in at least 50% of appropriate instances.	Present in most instances, but not all	Present in all appropriate instances.	
Directionality	No directionality indicated for the any signs.	Observed in less than 30% of appropriate instances.	Present in at least 50% of appropriate instances. Uses directionality inherent in sign but not between signs.	Present in most instances but not all	Directionality of signs is clear and consistent throughout the text. Observer can visualize action.	
Use of Classifiers	No use of classifiers.	Minimal use of classifiers (one to two instances).	Uses classifiers in approximately 50% of allowable instances (for animal movements, etc).	Uses classifiers to represent concepts most of the time.	Uses classifiers consistently and accurately to portray text content and support visualization.	
Pronominalization	No use of indexing for pronouns	Use of indexing for pronouns is unclear or minimally present	Use of indexing for pronouns is present and clear during at least 50% of appropriate opportunities	Use of indexing for pronouns is present and reference is clear in most appropriate instances	Use of indexing is used consistently in all appropriate opportunities and reference is clear.	

Points earned/Points possible \_\_\_\_/28= \_\_\_\_%

Visual Grammar Rating \_\_\_\_\_

Visual Grammar Rubric Analysis: Poor= 0-24%; Emerging= 25-49%; Beginning= 50-74%; Developing= 75-90%; Mature= 90-100%

**Key Questions for Indicators on the “Fluency Screener for Signing DHH Students”** : Use the following questions are to help you focus on key components of the aspects of visual fluency and grammar.

**Part I: Aspects of Fluency Envelope**

Speed- Does the student’s speed of signing enhance or detract from the visual presentation of meaning?

Eye Contact- Does the student use appropriate eye contact to engage the audience in the story?

Posture- Does the student use appropriate postural changes to engage the audience in the story?

Facial Expression- Do the student’s facial expressions match the affect of the characters and mood of the story?

Body Movement- Do the student’s body movements give a clear picture of the movements of the people, places, and things in the story?

Sign Space- Does the student’s sign space accurately represent the mood and content of the story; neither too small nor too large.

Fingerspelling- Does the student incorporate fingerspelling intelligibly, accurately, and appropriately?

**Part II: Aspects of Visual Grammar**

Use of Space- Does the student set up the scene spatially in a logical manner and then use this space when reading “aloud”.

Role Taking- Does the student demonstrate relationships of the characters in space as well as interactions among characters?

Eye Gaze- Does the student’s eye gaze represent that which would be associated with the people, places, and things in the story?

Negation- Does the student use headshake and/or body language to indicate negation?

Directionality- Does the student move signs in a manner that presents an accurate picture of the actions within the story?

Use of Classifiers- Does the student use classifiers?

Pronominalization- Does the student relate pronouns to people, places, and things using appropriate forms such as indexing? (This is not an examination of invented English signs for he, she, them, their, etc., but an examination of visual grammar.)