

Detailed Rubric for Reading Assessment

	Internalizing Highest level	Adequate	Developing	Novice
Text form and structure strategies	<ul style="list-style-type: none"> <input type="checkbox"/> Uses knowledge of text structure and discourse to anticipate content and build schema <input type="checkbox"/> Uses text form and/or structure to guide the reading process <input type="checkbox"/> Considers significance of Context to text meaning 	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence of interacting with the text, but not always with a clear sense of purpose or ownership <input type="checkbox"/> Some strategy use (e.g. re-reading, visualizing, questioning) but not always the best match for addressing the reading difficulty <input type="checkbox"/> Notices context in which text was written 	<ul style="list-style-type: none"> <input type="checkbox"/> Little or no evidence of interacting with the text <input type="checkbox"/> Reads without awareness that context may be important to meaning 	<ul style="list-style-type: none"> <input type="checkbox"/> Attempts to follow directions <input type="checkbox"/> Underlines or highlights key terms
Comprehension	<ul style="list-style-type: none"> <input type="checkbox"/> Distills meaning (gist statements, paraphrasing, summarizing) while reading <input type="checkbox"/> Identifies significant passages or phrases that contribute to the key ideas <input type="checkbox"/> Builds an interpretation based on textual evidence <input type="checkbox"/> Synthesizes ideas into some larger meaning 	<ul style="list-style-type: none"> <input type="checkbox"/> Makes connections between personal experience and events in the text <input type="checkbox"/> Makes an effort to get the gist of text (paraphrasing, summarizing) <input type="checkbox"/> Notices some key passages phrases but may not yet use them to build an interpretation 	<ul style="list-style-type: none"> <input type="checkbox"/> Little or no evidence of comprehension of important ideas in the text <input type="checkbox"/> May focus on details that are not central to the meaning of the whole <input type="checkbox"/> Limited to a single strategy that may not be the most useful in the context 	<ul style="list-style-type: none"> <input type="checkbox"/> No evidence of comprehension of important ideas in the text <input type="checkbox"/> Makes personal connections that do not aid comprehension <input type="checkbox"/> No strategy used
Metacognition	<ul style="list-style-type: none"> <input type="checkbox"/> Able to monitor own reading process <input type="checkbox"/> Aware of where confusion occurs and of appropriate strategies to get back on track <input type="checkbox"/> Aware of a range of comprehension strategies and when to use them <input type="checkbox"/> Makes personal connections to build schema , links text with world 	<ul style="list-style-type: none"> <input type="checkbox"/> Able to describe own reading process <input type="checkbox"/> Aware of points at which confusion occurs <input type="checkbox"/> May name comprehension strategies but not always aware of how and when to use them strategically to build comprehension 	<ul style="list-style-type: none"> <input type="checkbox"/> Not yet able to articulate an awareness of own reading process <input type="checkbox"/> May not be aware of confusion or may express general confusion without understanding where and when it occurs <input type="checkbox"/> Not yet able to identify strategies that could aid in comprehension 	<ul style="list-style-type: none"> <input type="checkbox"/> Questions the text by simply rephrasing the text <input type="checkbox"/> Demonstrates general confusion <input type="checkbox"/> Unable to evaluate own reading process
Evaluation Summary & recommendation:			Students earning Novice on this assignment are invited to redo it to meet Adequate criteria for an upgrade to Developing Score	