## Reading Comprehension Rubric

### Effective Users of Skills and Strategies

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Advanced 5</th>
<th>Proficient 4</th>
<th>Basic 3</th>
<th>Below Basic 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BEFORE</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Sets a Purpose</td>
<td>Establishes a clear and focused purpose independently</td>
<td>Establishes a purpose independently</td>
<td>Establishes a purpose when reminded</td>
<td>Relies on an explicitly stated purpose</td>
</tr>
<tr>
<td>• Previews Text</td>
<td>Previews text thoroughly with focused intent</td>
<td>Previews text purposefully</td>
<td>Previews text randomly and/or incompletely</td>
<td>Previews when reminded.</td>
</tr>
<tr>
<td>• Accesses Prior Knowledge</td>
<td>Makes numerous connections which activate prior knowledge</td>
<td>Connects prior knowledge with selection</td>
<td>Accesses prior knowledge when prompted</td>
<td>Requires activities to activate prior knowledge</td>
</tr>
<tr>
<td>• Makes Predictions</td>
<td>Makes insightful predictions using prior knowledge</td>
<td>Makes meaningful predictions</td>
<td>Makes predictions inconsistently</td>
<td>Makes vague or unjustified predictions</td>
</tr>
<tr>
<td><strong>DURING READING</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Confirms/Adjusts Predictions</td>
<td>Checks accuracy and adjusts predictions continually</td>
<td>Checks accuracy of predictions most of the time</td>
<td>Checks to confirm predictions</td>
<td>Checks predictions when reminded</td>
</tr>
<tr>
<td>• Visualizes</td>
<td>Visualizes elaborately through writing, drawing, or verbal communication.</td>
<td>Visualizes with increasing detail</td>
<td>Visualizes some details</td>
<td>Visualizes with few details</td>
</tr>
<tr>
<td>• Makes Connections</td>
<td>Makes elaborate and valid text-to-self, text-to-text, and text-to-world connections independently</td>
<td>Readily makes text-to-self, text-to-text, and/or text-to-world connections</td>
<td>Makes personal connections to text when prompted</td>
<td>Needs opportunity to hear others share personal connections before attempting to state own</td>
</tr>
<tr>
<td>• Asks Questions</td>
<td>Asks questions of self or text that demonstrate higher level thinking and raises issues to ponder</td>
<td>Asks questions of self or text and considers things to ponder</td>
<td>Asks questions of self or text some of the time</td>
<td>Asks questions of self or text in a limited way</td>
</tr>
<tr>
<td>• Determines Importance</td>
<td>Distinguishes important ideas from details consistently</td>
<td>Distinguishes important ideas from details</td>
<td>Distinguishes important ideas from details inconsistently</td>
<td>Lacks ability to distinguish important ideas from unimportant details</td>
</tr>
<tr>
<td>• Monitors Comprehension</td>
<td>Monitors comprehension automatically to clarify confusion or answer questions about the text</td>
<td>Monitors comprehension most of the time to clarify confusion or answer questions</td>
<td>Monitors comprehension with reminders to clarify confusion</td>
<td>Monitors comprehension sporadically or ineffectively to clarify confusion</td>
</tr>
<tr>
<td>• Uses Fix-up Strategies</td>
<td>Applies fix-up strategies in the reading process naturally</td>
<td>Applies appropriate fix-up strategies most of the time</td>
<td>Applies fix-up strategies with limited, but increasing success</td>
<td>Applies few or no fix-up strategies</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Assessed Targets</th>
<th>Advanced 4</th>
<th>Proficient 3</th>
<th>Basic 2</th>
<th>Below Basic 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comprehends</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Identifies theme or message and supporting details</td>
<td>Explains theme or message in own words, acknowledging different interpretations, and offering supportive evidence</td>
<td>Restates understanding of theme or message and identifies supporting details</td>
<td>Identifies theme or message inconsistently</td>
<td>Identifies theme or message with guidance</td>
</tr>
<tr>
<td>• Summarizes with evidence</td>
<td>Summarizes in own words by identifying three main points and elaborating with evidence using correct form</td>
<td>Summarizes in own words by identifying three or more main points from text</td>
<td>Attempts to summarize in own words, but lacks one or more main points or includes unnecessary details</td>
<td>Recognizes a summary statement, but lacks ability to write a summary independently/ Retells selection randomly</td>
</tr>
<tr>
<td>• Makes inferences</td>
<td>Recognizes subtle clues in selection and consistently makes valid inferences</td>
<td>Makes independent inferences based on numerous ideas in the selection</td>
<td>Makes inferences when coached or given obvious clues from selection</td>
<td>Works with others to understand inferences when explained</td>
</tr>
<tr>
<td>• Interprets vocabulary</td>
<td>Applies word structure, origin, and context clues to interpret meanings of unfamiliar words</td>
<td>Interprets meanings of unfamiliar words</td>
<td>Decodes unfamiliar words but is not always able to interpret meaning from context</td>
<td>Attempts to decode unfamiliar words in text, but does not independently interpret meaning</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th><strong>Analyzes</strong>&lt;br&gt;Reading&lt;br&gt;Comprehension&lt;br&gt;Comprehends&lt;br&gt;Interprets vocabulary</th>
<th>Analyzes&lt;br&gt;Applying understanding of literary elements</th>
<th>Analyzes&lt;br&gt;Applying understanding of informational text features</th>
<th>Compares/contrasts elements within and between texts</th>
<th>Makes connections (cause and effect) between parts of a text</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identifies theme or message and supporting details</td>
<td>Analyzes how literary elements contribute to meaning</td>
<td>Analyzes how informational text features contribute to the reader’s understanding of the text</td>
<td>Compares/contrasts elements by elaborating with well-chosen examples that demonstrate understanding of the text</td>
<td>Makes in-depth connections and/or establishes cause and effect relationships</td>
</tr>
<tr>
<td>• Summarizes with evidence</td>
<td>Analyzes how literary elements contribute to meaning</td>
<td>Analyzes how informational text features contribute to understanding</td>
<td>Compares/contrasts elements using examples that demonstrate understanding of text</td>
<td>Makes connections and/or establishes cause/effect relationships specific</td>
</tr>
<tr>
<td>• Makes inferences</td>
<td>Identifies and applies limited understanding of how literary elements contribute to meaning</td>
<td>Identifies and applies limited understanding of how literary elements contribute to meaning</td>
<td>Compares/contrasts some elements, but may not demonstrate in-depth understanding of text</td>
<td>Identifies but does not apply understanding of how literary elements contribute to meaning</td>
</tr>
<tr>
<td>• Interprets vocabulary</td>
<td>Identifies and applies limited understanding of how literary elements contribute to meaning</td>
<td>Recognizes basic knowledge of informational text features but does not to aid understanding</td>
<td>Makes a vague connection or attempts to establish a general cause/effect relationship</td>
<td>Disregards or does not understand informational text features</td>
</tr>
</tbody>
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<tbody>
<tr>
<td>Thinks Critically</td>
<td>Analyzes author’s purpose and effectiveness, challenging author’s ideas, implied bias, or distortions with clear rationale or arguments</td>
<td>Analyzes author’s purpose and effectiveness giving examples, and recognizing author’s bias</td>
<td>States author’s purpose in general terms</td>
<td>Attempts to clearly state author’s purpose in simple terms</td>
</tr>
<tr>
<td></td>
<td>Expresses an opinion and seeks unique ways/evidence to enhance interpretation of text</td>
<td>Expresses an opinion and uses specific examples from the text to defend opinion</td>
<td>Recognizes an opinion and provides general support and/or facts from the text when prompted</td>
<td>Struggles to recognize an opinion, and/or may not identify facts from the text to support opinion</td>
</tr>
<tr>
<td></td>
<td>Identifies author’s assumptions and beliefs</td>
<td>Identifies author’s assumptions and beliefs</td>
<td>Expresses a vague idea of author’s beliefs</td>
<td>Recognizes author’s assumptions or beliefs when coached</td>
</tr>
<tr>
<td></td>
<td>Evaluates reasoning and ideas/themes related to text</td>
<td>Makes and defends judgment about the reasoning and/or main ideas related to the text</td>
<td>Makes a judgment about the reasoning and/or ideas in text</td>
<td>Demonstrates uncertainty and/or confusion when asked to make a judgment about ideas in text</td>
</tr>
<tr>
<td></td>
<td>Extends information beyond text</td>
<td>Makes consistent and accurate applications of information in own life and world</td>
<td>Applies information in text to own life or world when prompted</td>
<td>Struggles to apply or misapplies information in text to own life or world</td>
</tr>
</tbody>
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