

# If a Student Has Adequate Basic Skills, I Suggest Using a Rubric

Dimension of Comprehension	None 1 (little to no response even with prompting)	Little 2 (Correct responses require a great deal of teacher prompting)	Beginning 3 (Correct responses require some teacher prompting) Focus on text with some inaccuracy, may be more focused on self connections than text	Developing 4 (Correct responses require little to no teacher prompting) Focus on text with some inaccuracy, may be more focused on self connections than text	Proficient 5 (Correct responses require little to no teacher prompting)	Exceptional 6 (Correct responses require no teacher prompting)
<b>THINK ALOUD</b>	Random, not connected to text, no response	Uses pictures more than text to explain ideas	No more than two questions incorrect, correct answers are not necessarily supported by text	No more than two questions incorrect, correct answers are not necessarily supported by text	Questioning, clarifying, relating text to self	Speculates, can discuss and support own thinking and how it affects comp.
<b>STORY GRAMMAR</b>	More than two questions incorrect, no text support	More than two questions incorrect, some text support	Uses story elements of genre structure to accurately retell	Uses story elements of genre structure to accurately retell	No more than one question incorrect, and all other questions supported by text	All answers correct and supported by text
<b>RETELLING</b>	Random response, may give title	Beginning awareness of event sequence	Text to self	Text to self	Refers to interactions between elements (how one affects another)	Identify key themes, interrelationships between elements, articulates
<b>MAKING CONNECTIONS</b>	No background knowledge connections	Talks about what text reminds them of, but cannot explain how it relates to the text	Infers and / or draws conclusions consistent with text and schema	Infers and / or draws conclusions consistent with text and schema	Text and self, can connect to author, text structure, the student may question discrepancies in the story	Explains how schema enhances interpretation, goes beyond text
<b>INFERENCE / PREDICTION</b>	No response	Attempts inference, inaccurate or unsupported by text			Inferences are accurate and the student can explain source of inference or conclusion supported by text	Inferences, conclusions, and interpretations are accurate and include background, ideas and beliefs supported by text
<b>QUESTIONING</b>	No questions or irrelevant questions	Literal	Clarify meaning	Clarify meaning	Critical response, the question reveals something necessary for comprehension of a big idea or key concept in the story	Challenges validity, author's stance, motive, point of view
<b>RELEVANT INFORMATION</b>	No response, inaccurate or random ideas	Identifies some elements (primarily pictures)	Identifies words, characters, and /or events that are important to meaning	Identifies words, characters, and /or events that are important to meaning	Identifies at least one key concept, idea, theme and clearly explains why it is important	Identifies multiple themes, may discuss point of view, author's purpose or stance supported by text

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<b>SYNTHESIS</b>	Random or no response	Identifies some text events, random order	Synthesizes with some event sequence, beginning, middle, end	Synthesizes with some event sequence, beginning, middle, end	Enhances meaning with story elements, may include schema, key themes	
<b>SELF MONITORING</b>	Little or no awareness of reading process	Identifies problems (usually words) without a solution	Identifies problems at word, sentence or schema level, uses some strategies	Identifies problems at word, sentence or schema level, uses some strategies	Articulates and uses one or more strategies to solve problems	Identifies problems at all levels and uses strategies flexibly and appropriately
	<i>hesitation (A); self correction (B); teacher prompt (or hesitation more than 3 secs) (C); skipped words (D); errors (E)</i>	A+B+C>D+E	A+B> D+E	A+B > C+D+E	0 - 5 Errors	0 - 5 Errors
<b>VISUALIZATION</b>	No response	Some visual or sensory image, may be tied to picture of text	Describes own images, usually visual, elaborated from text or picture	Describes own images, usually visual, elaborated from text or picture	Creates and describes multisensory images, extends text (5 points)	

*(Synthesis is only for students who are proficient or higher in Retelling)*

*(Self Monitoring typically requires direct observation of oral reading, though optional questions are provided)*

*(Visualization typically requires specially selected and prepared text, and as such should be monitored independently of other dimensions)*