

School-wide Rubric for Reading

CRITERIA	Exceeds the standard	Meets the standard	Almost meets the standard	Does not meet the standard
Text Conventions	<p>Demonstrates strong ability to use text conventions to enhance meaning by:</p> <ul style="list-style-type: none"> ▪ Obtaining information from text features such as table of contents, glossary, index transitional devices ▪ Using graphic organizers, charts, graphs and illustrations ▪ Using bold or italicized text headings and sub-headings 	<p>Demonstrates the ability to use text conventions to enhance meaning by:</p> <ul style="list-style-type: none"> ▪ Obtaining information from text features such as table of contents, glossary, index transitional devices ▪ Using graphic organizers, charts, graphs and illustrations ▪ Using bold or italicized text headings and sub-headings (R-10-7.1) 	<p>Demonstrates some ability to use text conventions to enhance meaning by:</p> <ul style="list-style-type: none"> ▪ Obtaining information from text features such as table of contents, glossary, index transitional devices ▪ Using graphic organizers, charts, graphs and illustrations ▪ Using bold or italicized text headings and sub-headings 	<p>Demonstrates little or no use of the following text conventions to enhance understanding :</p> <ul style="list-style-type: none"> ▪ Table of contents, glossary, index, transitional devices ▪ Graphic organizers, charts, graphs, illustrations ▪ Bold or italicized text headings and sub-headings
Vocabulary	<p>Thoroughly uses the following strategies) to identify the meaning of unfamiliar vocabulary:</p> <ul style="list-style-type: none"> ▪ Dictionary, thesaurus or other reference texts to access word meaning and appropriate synonyms and antonyms ▪ Use of context clues and/or word structure (common prefix, suffix and roots) ▪ Use of precise or technical content vocabulary 	<p>Regularly uses the following strategies to identify the meaning of unfamiliar vocabulary: (R-10-2)</p> <ul style="list-style-type: none"> ▪ Dictionary, thesaurus or other reference texts to access word meaning and appropriate synonyms and antonyms ▪ Use of context clues and/or word structure (common prefix, suffix and roots) ▪ Use of precise or technical content vocabulary 	<p>Sometimes uses strategies to identify the meaning of unfamiliar vocabulary including:</p> <ul style="list-style-type: none"> ▪ Dictionary, thesaurus or other reference texts to access word meaning and appropriate synonyms and antonyms ▪ Use of context clues and/or word structure (common prefix, suffix and roots) ▪ Use of precise or technical content vocabulary 	<p>Little or no evidence that the reader has used these strategies to identify the meaning of unfamiliar vocabulary:</p> <ul style="list-style-type: none"> ▪ Dictionary, thesaurus or other reference texts to access word meaning and appropriate synonyms and antonyms ▪ Use of context clues and/or word structure (common prefix, suffix and roots) ▪ Use of precise or technical content vocabulary
Comprehension (Initial Understanding)	<p>The reader demonstrates strong initial understanding of text by:</p> <ul style="list-style-type: none"> ▪ Annotating to construct understanding ▪ Using information from text to answer questions, state main/central idea, provide supporting details 	<p>The reader demonstrates clear initial understanding of text by:</p> <ul style="list-style-type: none"> ▪ Annotating to construct understanding ▪ Using information from text to answer questions, state main/central idea, provide supporting details (R-10-7.2) 	<p>The reader demonstrates partial understanding of text by:</p> <ul style="list-style-type: none"> ▪ Annotating to construct understanding ▪ Using information from text to answer questions, state main/central idea, provide supporting details 	<p>The reader demonstrates little comprehension of text:</p> <ul style="list-style-type: none"> ▪ Annotations may be sparse or random ▪ Use of information from text may seem perfunctory or be inaccurate

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	<ul style="list-style-type: none"> ▪ Using visual devices such as charting, mapping and diagrams ▪ Organizing information to show understanding or relationships (compare-contrast, cause-effect, etc.) among facts, ideas and events such as paraphrasing, summarizing, charting, outlining, etc. ▪ Generating questions before, during and after reading to enhance understanding and recall 	<ul style="list-style-type: none"> ▪ Using visual devices such as charting, mapping and diagrams (R-10-7.2) ▪ Organizing information to show understanding or relationships (compare-contrast, cause-effect, etc.) among facts, ideas and events such as paraphrasing, summarizing, charting, outlining, etc. (R-10-7.3) ▪ Generating questions before, during and after reading to enhance understanding and recall (R-10-7.4) 	<ul style="list-style-type: none"> ▪ Using visual devices such as charting, mapping and diagrams ▪ Organizing information to show understanding or relationships (compare-contrast, cause-effect, etc.) among facts, ideas and events such as paraphrasing, summarizing, charting, outlining, etc. ▪ Generating questions before, during and after reading to enhance understanding and recall 	<ul style="list-style-type: none"> ▪ Little use of visual devices such as charting, mapping and diagrams ▪ Little organization of information to show understanding or relationships (compare-contrast, cause-effect, etc.) among facts, ideas and events such as paraphrasing, summarizing, charting, outlining, etc. ▪ Does not generate questions before, during and after reading to enhance understanding and recall
Analysis and Interpretation	<p>Demonstrates complex analysis and interpretation of text by:</p> <ul style="list-style-type: none"> ▪ citing appropriate evidence ▪ explaining connections about information within a text, across texts or to related ideas or experiences ▪ drawing inferences about texts ▪ evaluating conflicting information within or across texts ▪ evaluating the clarity and accuracy of information in a text 	<p>Demonstrates clear analysis and interpretation of text by:</p> <ul style="list-style-type: none"> ▪ citing appropriate evidence (R-10-8) ▪ explaining connections about information within a text, across texts, and/or with other ideas or experiences (R-10-8.1) ▪ drawing inferences about texts (R-10-8.3, 8.5) ▪ evaluating conflicting information within or across texts (R-10-8.2) ▪ evaluating the clarity and accuracy of information in a text (R-10-8.6) 	<p>The reader demonstrates some analysis and/or interpretation of text by:</p> <ul style="list-style-type: none"> ▪ citing relevant evidence ▪ explaining connections about information within/across texts, or with related ideas or experiences ▪ drawing inferences about texts ▪ evaluating conflicting information within or across texts ▪ evaluating the clarity and accuracy of information in a text 	<p>The reader demonstrates little analysis or accurate interpretation of text. All or most of the following are missing :</p> <ul style="list-style-type: none"> ▪ citing evidence accurately ▪ explaining connections about information within/across texts, or with related ideas or experiences ▪ drawing inferences about texts ▪ evaluating conflicting information within or across texts ▪ evaluating the clarity and accuracy of information in a text