

RUBRIC FOR ASSESSING ADVANCED STUDENTS' USE OF COMPREHENSION STRATEGIES

STUDENT'S NAME: _____ GRADE: _____ DATE: _____

	Excellent = 2	Developing = 1	Needs attention = 0
Noticing	Notices specific details that are significant to the text and contribute to deeper understanding	Notices some details that contribute to meaning but misses other key points	Does not read closely enough to identify important details—leading to only a general understanding of the text
Picturing	Uses multiple senses to create mental images of the author's words; able to elaborate on imagery to enhance visual imagery	Able to recognize words in the text that contribute to visual imagery; able to describe the mental picture	Very limited ability to detect imagery in a text; may lack sufficient vocabulary or background knowledge to picture the author's words
Wondering	Asks probing questions that explore key ideas or themes in a text	Asks questions that show understanding of basic text elements, though the focus may be more literal than inferential	Does not ask questions, or the questions may not be relevant to the text
Predicting	Predictions are based on a deep understanding of the characters' motives or other key concepts within the text	Predictions are logical based on clear evidence from the text	Predictions rely more on background knowledge than textual evidence, or the predictions just don't make sense
Figuring Out	Independently infers and synthesizes information from the text in order to achieve deeper understanding	Infers and synthesizes information from the text to achieve deeper understanding with some support from the teacher	Unable to infer or synthesize to move beyond literal understanding, even with much teacher support
Connecting	Makes personal or text connections to the theme or "big idea" of the text with meaningful personal examples	Makes personal or text connections to the theme or "big idea" of the text, but the examples could use more elaboration	Makes connections based on small details that do not contribute to comprehension, or the examples "copy" those of the author

NOTES ABOUT THIS STUDENT:

Greatest area of strength:

Greatest area of need:
