

# Comprehension Rubric: Grades 3-8

Student \_\_\_\_\_

Grade \_\_\_\_\_

Teacher \_\_\_\_\_

Year \_\_\_\_\_

Text Title: \_\_\_\_\_ Level: \_\_\_\_\_ Date: \_\_\_\_\_  
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	Level 1	Level 2	Level 3	Level 4
<b>Predicting</b>	<ul style="list-style-type: none"> <li>Beginning to use relevant prior knowledge to predict</li> <li>With support is beginning to monitor predictions and compares them with the actual text</li> <li>Able to explain how forming and justifying predictions helps own reading comprehension with support</li> </ul>	<ul style="list-style-type: none"> <li>Uses relevant prior knowledge to form predictions</li> <li>Beginning to monitor predictions and compares them with the text</li> <li>With support can explain how forming and justifying predictions helps own reading comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Uses relevant prior knowledge to form predictions and beginning to justify these</li> <li>Monitors predictions, and compares them with the text</li> <li>Explains how forming and justifying predictions helps own reading comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Uses relevant prior knowledge to form and justify predictions</li> <li>Confirms and/or modifies predictions in light of new information</li> <li>Critically reflects on how forming and justifying predictions helps own reading comprehension</li> </ul>
<b>Questioning</b>	<ul style="list-style-type: none"> <li>With support is beginning to generate questions before, during and after reading</li> <li>Beginning to use questioning to monitor comprehension</li> <li>With support can describe how questioning helps with comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to generate questions before, during and after reading</li> <li>Beginning to use questioning to monitor comprehension</li> <li>With support can explain how questioning helps with comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Is able to generate questions to focus the reading and or make several predictions.</li> <li>Uses questioning to monitor comprehension and begins to make inferences</li> <li>Explains and demonstrates how questioning helps own reading comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Actively generates questions to focus the reading and adjusts questions in light of evidence from the text.</li> <li>Uses questioning to monitor comprehension and make inferences</li> <li>Critically reflects on how questioning helps own reading comprehension</li> </ul>
<b>Text Structures and Features</b>	<ul style="list-style-type: none"> <li>Beginning to identify the features and structure of some text types.</li> <li>Uses structures and features to make decisions about how to navigate texts when prompted</li> <li>Describes the characteristics and conventions of a range of familiar text types</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to use the structure of a range of text types to locate information</li> <li>Uses structures and features to make decisions about how to navigate texts</li> <li>Describes and uses knowledge of the characteristics and conventions of a range of texts when reading</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes, and uses how texts are constructed for a range of intentions and situations to make predictions</li> <li>Uses structures and features to make decisions about how to navigate increasingly complex texts</li> <li>Can explain how using characteristics and conventions of a range of text helps own reading comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes, and uses how texts are constructed for a range of intentions and situations to make predictions</li> <li>Confidently uses structures and features to make decisions about how to navigate complex texts</li> <li>Understands how the characteristics and conventions of a range of texts contribute to and affect text meaning</li> </ul>
<b>Visualizing</b>	<ul style="list-style-type: none"> <li>Sketches mind pictures before and after the reading of the text when prompted</li> <li>With prompting can use simple graphic organizers</li> <li>With support is beginning to check visual images</li> </ul>	<ul style="list-style-type: none"> <li>Visualizes throughout the reading of the text and supports visual images with evidence</li> <li>Uses graphic organizers to organize ideas after reading</li> <li>Beginning to check visual images made before or during reading, throughout the reading of a text</li> </ul>	<ul style="list-style-type: none"> <li>Connects visual images to the author's purpose and supports visual images with evidence</li> <li>Uses graphic organizers to organize ideas while reading to help comprehension</li> <li>Checks visual images made before or during reading, throughout the reading of a text</li> </ul>	<ul style="list-style-type: none"> <li>Connects visual images to the author's purpose, justifying visual images with evidence</li> <li>Creates graphic organizers to organize ideas after reading</li> <li>Changes visual images made before and during reading according to text evidence</li> </ul>
<b>Summarizing</b>	<ul style="list-style-type: none"> <li>Partial summary that includes some relevant information.</li> <li>With support makes some links through the texts.</li> <li>When prompted uses post-its, jottings, highlights or underlines text to document important sections.</li> </ul>	<ul style="list-style-type: none"> <li>Adequate summary that includes relevant information</li> <li>Make some links through the texts. Includes some supporting evidence</li> <li>Uses post-its, jottings, highlights or underlines text to document important sections.</li> </ul>	<ul style="list-style-type: none"> <li>Summary integrates some information with prior understandings</li> <li>Connects important ideas to each other and uses textual evidence to support comments</li> <li>Has a range of ways summarizing throughout the text</li> </ul>	<ul style="list-style-type: none"> <li>Complete summary that integrates information with prior understandings</li> <li>Makes connections by analyzing, evaluating, and synthesizing ideas within and between texts</li> <li>Selectively uses range of ways summarizing throughout the text and reflects on their effectiveness</li> </ul>
<b>Think Aloud</b>	<ul style="list-style-type: none"> <li>Can identify one or more of the strategies used when reading when prompted</li> <li>Beginning to support thinking with evidence from the text with prompting</li> <li>With support is beginning to identify how the strategies used helped comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Can identify one or more of the strategies used when reading</li> <li>Beginning to support thinking with evidence from the text</li> <li>Is beginning to identify how the strategies used helped comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Identifies and discusses strategies used with examples from the text</li> <li>Supports thinking with evidence from the text</li> <li>Identifies how the strategies used helped with comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Selects and uses appropriate comprehension strategies with confidence and discrimination;</li> <li>Changes direction of thinking during reading according to text evidence</li> <li>Reflects on and explains the effectiveness of the strategies used in deepening comprehension</li> </ul>

Comments \_\_\_\_\_