

Comprehension Strategy Rubric | Grades K-2

Date	Title:	Text Level	Color - pink
Date	Title:	Text Level	Color -yellow
Date	Title:	Text Level	Color - green
Date	Title:	Text Level	Color - blue
Date	Title:	Text Level	Color - orange

		Level 1	Level 2	Level 3	Level 4
Reading Strategies		<ul style="list-style-type: none"> beginning to attend to print but not yet attempting unknown words 	<ul style="list-style-type: none"> makes some attempts at unknown words rereads when prompted self corrects when prompted 	<ul style="list-style-type: none"> predicts unknown words using meaning structural and or visual cues re reads and self corrects when necessary 	<ul style="list-style-type: none"> consistently uses all sources of information in an integrated way. monitors reading and self corrects when necessary.
Fluency		<ul style="list-style-type: none"> Reads primarily in a word-by-word fashion Occasional two-word and three-word phrases may occur, but these are infrequent Author's meaningful syntax is generally not preserved Passage is read without expression or intonation Reading seems labored and difficult 	<ul style="list-style-type: none"> Some word-by-word reading may be present Reads primarily in two-word phrases with occasional three or four word phrases Word groupings may be awkward and unrelated to the larger context of the sentence or passage Passage is read with little or inappropriate expression or intonation 	<ul style="list-style-type: none"> Reads primarily in three or four word phrases Some smaller phrases may be present Most of the phrasing is appropriate and preserves the author's syntax Some of the text is read with appropriate expression and intonation 	<ul style="list-style-type: none"> Reads primarily in longer, meaningful phrases Although some regressions, repetitions, and deviations from the text may be present, these do not appear to detract from the overall structure or meaning of the passage The reading preserves the author's syntax Most of the text is read with appropriate expression and intonation
COMPREHENSION	Prediction/questioning	Questions /prediction unrelated or illogical. Does not adjust predictions in light of new information from the text	Able to ask 1 or 2 questions related to the text or make reasonable predictions. Beginning to rethink prediction when more information is available	Is able to ask questions that focus the reading and/or make several reasoned predictions. Changes predictions according to text evidence (decides)	Able to ask thoughtful questions before and while reading and make and adjust predictions in light of evidence from the text reading.
	Summarizing	Can include one or two events in own language. May include irrelevant information and or misinterpretation.	Partial summary that includes some relevant information. May connect one or two sections of the text	Adequate summary that includes relevant information. Make some links through the texts. Includes some supporting evidence	Connects important ideas to each other Uses text to support comments Integrates information with prior understandings
	Think Aloud	Difficulty describing any of the strategies used	Can describe 1 or more of the strategies used when reading	Adequate explanation of strategies used with examples from text	Effective explanations of the use of a range of strategies used with examples from text

Next Steps
Comments
Date :