

Name: _____

Score: _____

Teacher Name: _____

Active Reading School-wide Rubric: Use of Strategies to aid Understanding, Analysis and Interpretation

Expectations	Exceeds standard 4	Meets standard 3	Nearly meets standard 2	Below standard 1
Initial Understanding of Literary or Informational Text(s)	<p>Skillfully fulfills all discipline-specific and task requirements.</p> <p>Accurately identifies and uses text features in order to increase understanding.</p> <p>Consistently and skillfully paraphrases key ideas.</p> <p>Generates insightful questions in order to increase understanding.</p> <p>Insightfully demonstrates understanding of content-specific and general vocabulary and/or word meanings and relationships.</p> <p>Skillfully expresses insightful understanding of relationships among facts, ideas, and events.</p>	<p>Fulfills all discipline-specific and task requirements.</p> <p>Accurately identifies and uses text features in order to increase understanding. <i>R-10-4.4; R-10-7.1, 5</i></p> <p>Consistently paraphrases key ideas. <i>R-10-4.2; R-10-7.2</i></p> <p>Generates questions in order to increase understanding. <i>R-10-4.3; R-10-7.4</i></p> <p>Demonstrates understanding of content-specific and general vocabulary and/or word meanings and relationships. <i>R-10-2; R-10-3</i></p> <p>Expresses understanding of relationships among facts, ideas, and events. <i>R-10-7.3</i></p>	<p>Attempts to fulfill all discipline-specific and task requirements, but one element may be inaccurate or incomplete.</p> <p>Accurately identifies and uses text features on occasion.</p> <p>Seldom paraphrases key ideas.</p> <p>Generates few or irrelevant questions in order to increase understanding.</p> <p>Demonstrates some understanding of content-specific and general vocabulary and/or word meanings and relationships.</p> <p>Expresses some understanding of relationships among facts, ideas, and events, but some confusion results.</p>	<p>Does not fulfill several discipline-specific and task requirements.</p> <p>Rarely identifies and uses text features and/or does so inaccurately.</p> <p>Does not paraphrase key ideas.</p> <p>Generates irrelevant questions in order to increase understanding or does not generate questions.</p> <p>Demonstrates little understanding of content-specific and general vocabulary and/or word meanings and relationships.</p> <p>Expresses little to no understanding of relationships among facts, ideas, and events.</p>
Analysis and Interpretation of Literary or Informational Text(s)	<p>Skillfully makes and supports insightful and logical predictions and inferences based on text(s).</p> <p>Skillfully explains insightful connections within and across text(s).</p> <p>Skillfully synthesizes and evaluates information within or across text(s) in ways that demonstrate growth.</p> <p>Insightfully uses valid evidence from text to generate, validate, expand, and/or reflect one's own ideas.</p>	<p>Consistently makes and supports logical predictions and/or inferences based on the text(s). <i>R-10-5.1, 2, 3; R-10-6.1; R-10-8.3; R-10-16.1</i></p> <p>Consistently explains connections within and across text(s). <i>R-10-8.1, 3; R-10-16.1</i></p> <p>Consistently synthesizes and evaluates information within or across text(s). <i>R-10-8.2; R-10-16.1</i></p> <p>Consistently uses valid evidence in text to generate, validate, expand, and/or reflect one's own ideas. <i>R-10-13; R-10-16.2</i></p>	<p>Occasionally makes and supports logical predictions and inferences based on text(s).</p> <p>Explains some connections within and across text(s).</p> <p>Limited synthesis and evaluation of information within or across text(s), resulting in some confusion.</p> <p>Sometimes uses valid evidence in text to generate, validate, expand, and/or reflect one's own ideas.</p>	<p>Does not make and support logical predictions and inferences based on text(s).</p> <p>Does not explain connections within and across text(s).</p> <p>Does not synthesize and evaluate information within or across text(s).</p> <p>Rarely or never uses valid evidence in text to generate, validate, expand, and/or reflect one's own ideas.</p>