

Primary Reading Comprehension Strategies Rubric (2-3)

	Level One	Level Two	Level Three	Level Four
Making Connections (Prior Knowledge)	Does not make connections to the text	Talks about what text reminds them of, but cannot explain how it relates to the text	Relates background knowledge/experience to text	Links background knowledge and examples from the text to enhance comprehension and/or interpretation
Questioning	Unable to ask or answer questions; gives inappropriate or off topic responses	Beginning to ask and answer questions; unable to support with evidence from the text	Can ask and answer questions and begin to provide evidence from the text	Asks and answers different types of questions; and finds evidence in the text to support questions and answers
Visualizing (Sensory Imagery)	Does not demonstrate use of sensory images	Demonstrates use of some sensory images	Demonstrates use of sensory images; images are somewhat elaborated from literal text or existing pictures	Demonstrates multi-sensory images that extend and enrich the text; demonstration may be through any modality or medium.
Determining Importance	Unable to identify important concepts in the text	Identifies some important concepts in text (i.e. characters, plot, main idea, or setting)	Identifies some important concepts in text with some supporting explanation (i.e. characters, plot, main idea, or setting)	Identifies at least one key idea, theme, or concept linking it to the overall meaning of the text. Uses supporting details from the text to clearly explain why it is important
Monitoring Comprehension	Does not identify difficulties or problem areas	Identifies difficulties, but does not articulate need to solve problem or articulate the problem area	Identifies difficulties and articulates need to solve the problem, but does not use strategies independently to solve the problem; may need teacher guidance	Identifies difficulties, articulates need to solve the problem and identifies the appropriate strategy to solve the problem (i.e. using meaning, visual, or structural cues
Inferring	Does not make predictions, interpretations, or draw conclusions	Makes predictions, interpretations, and/or draws conclusions, but does not justify response with information from the text	Makes predictions, interpretations and/or draws conclusions and justifies response with information from the text; some teacher prompting may be necessary	Independently makes predictions, interpretations, and/or draws conclusions; and clearly explains connections using evidence from the text and personal knowledge, ideas, or beliefs
Synthesizing	Unable to retell elements of the text	Randomly retells some elements of the text	Retells all key elements of the text in logical sequence	Retells elements of the text in logical sequence with some extension to overall theme, message, or background knowledge

Adapted from rubrics developed by Language Arts Committee, Walnut Creek School District

Primary Reading Comprehension Strategies Rubric (K-1)

	Level One	Level Two	Level Three	Level Four
Making Connections (Prior Knowledge)	Does not make connections with the text	Talks about what text reminds them of, but cannot explain or relate clearly to the text	Relates background knowledge/ experience to text	Uses background knowledge to enhance comprehension and Interpretation. Makes text-to-text and text-to-self connections; uses author schema with familiar text to make predictions
Questioning	Does not ask questions	Asks questions about the story; may confuse questions/statements	Asks questions relevant to the story; can answer questions	Asks questions to enhance meaning; can easily answer questions; beginning awareness of different types of questions
Visualizing (Sensory Imagery)	Does not describe simple sensory images related to the text	Can describe some simple sensory images, mostly related to text or picture	Describes some sensory images tied directly to the text or a description of the picture in the text	Describes own sensory images; images can be elaborated from the literal text or existing picture; demonstrated using any modality or media
Determining Importance	Random guessing	Inaccurate attempts to identify some concepts in text (i.e., characters, plot, main idea, or setting)	Identifies some concepts in text as more important to text meaning (i.e., characters, plot, main idea, or setting)	Identifies words, characters, and/or events as more important to overall meaning; makes some attempt to explain reasoning
Monitoring Comprehension	No awareness of text difficulties	Has text difficulties, no need to solve the problem	Identifies difficulties and articulates need to solve problem; does not articulate what the problem is	Identifies location and type of difficulty and articulates the need to solve the problem
Inferring	Does not attempt a prediction or conclusion	Attempts a prediction or conclusion; inaccurate or unsubstantiated with the text	Draws conclusions and make predictions that are consistent with text or background knowledge	Draws conclusions and makes predictions using examples from the text
Synthesizing	Does not retell	Randomly retells some elements of the text; events may not be in sequence	Retells most key elements in sequence	Retells elements of the text in logical sequence; may include some extension to overall theme, message, background knowledge

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Grades 4-5 Reading Comprehension Strategies Rubric

	Level One	Level Two	Level Three	Level Four
Making Connections (Prior Knowledge)	Makes no connections between text and background knowledge	Makes simple connections but cannot explain them, or the connections are irrelevant to the text	Relates background knowledge/ experience to text and expands the interpretations of text by using schema; may discuss schema related to author, text structure;	Explains how schema enriches interpretation of text and begins to make connections beyond life experience and immediate text
Questioning	Asks only literal questions	Asks questions only to clarify meaning	Asks questions to deepen the meaning of text; may explain how the questions enhance comprehension (metacognition)	Uses questions to challenge the text (author's purpose, theme, or point of view)
Visualizing (Sensory Imagery)	Cannot describe sensory images	Describes some visual or other sensory images; may be tied directly to text or description of the picture in the text	Describes own mental images, usually visual; images are somewhat elaborated from the literal text or existing picture	Creates and describes multi-sensory images that extend and enrich the text, and can explain how those images enhance comprehension
Determining Importance	Guesses randomly or inaccurately attempts to identify important elements	Identifies some elements as more important to text meaning	Identifies words, characters, and/or events as more important to overall meaning and makes some attempt to explain reasoning	Identifies at least one key concept, idea, or theme as important in overall text meaning and clearly explains why
Monitoring Comprehension	Little or no conscious awareness of reading process	Identifies difficulties, comprehension breakdown is often at word level, little or no sense of the need to solve the problem; main strategy is to sound it out	Identifies problems at word, sentence, or schema level; can articulate and use a strategy to fix comprehension breakdown, usually at the word or sentence level	Uses more than one strategy to build meaning when comprehension breaks down; can articulate which strategies are most appropriate for a given text
Inferring	Attempts to make predictions or draw conclusions, without using the text or by using the text inappropriately to defend the statement	Draws conclusions or makes predictions that are consistent with the text or schema	Draws conclusions and/or makes predictions and can explain the source of the conclusion or prediction	Develops predictions, interpretations, and/or conclusions about the text that include connections between the text and the reader's background knowledge or ideas and beliefs
Synthesizing	Stops occasionally or at the end of the text and identifies some text elements	Stops periodically to identify text events and may incorporate schema into interpretation	Stops frequently to reflect on text meaning; uses own schema and story elements to enhance meaning; may identify key themes	Stops frequently to reflect on text meaning; relates to the story or genre in a personal way; can identify key themes; may articulate how this process has created new meaning upon completion of the text

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