

**Everett Public Schools**  
**Reading Comprehension Rubric**  
**Effective Users of Skills and Strategies**

|                                                                                       | <b>Criteria</b>                                                                                                                                  | <b>Advanced<br/>4</b>                                                                             | <b>Proficient<br/>3</b>                                                          | <b>Basic<br/>2</b>                                             | <b>Below Basic<br/>1</b>                                                                   |
|---------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|----------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| <b>B<br/>E<br/>F<br/>O<br/>R<br/>E</b>                                                | <ul style="list-style-type: none"> <li>• Sets a Purpose</li> </ul>                                                                               | Establishes a clear and focused purpose independently                                             | Establishes a purpose independently                                              | Establishes a purpose when reminded                            | Relies on an explicitly stated purpose                                                     |
|                                                                                       | <ul style="list-style-type: none"> <li>• Previews Text</li> </ul>                                                                                | Previews text thoroughly with focused intent                                                      | Previews text purposefully                                                       | Previews text randomly and/or incompletely                     | Previews when reminded                                                                     |
| <b>D<br/>U<br/>R<br/>I<br/>N<br/>G<br/><br/>R<br/>E<br/>A<br/>D<br/>I<br/>N<br/>G</b> | <ul style="list-style-type: none"> <li>• Accesses Prior Knowledge</li> </ul>                                                                     | Makes numerous connections which activate prior knowledge                                         | Connects prior knowledge with selection                                          | Accesses prior knowledge when prompted                         | Requires activities to activate prior knowledge                                            |
|                                                                                       | <ul style="list-style-type: none"> <li>• Makes Predictions</li> </ul>                                                                            | Makes insightful predictions using prior knowledge                                                | Makes meaningful predictions                                                     | Makes predictions inconsistently                               | Makes vague or unjustified predictions                                                     |
| <b>D<br/>U<br/>R<br/>I<br/>N<br/>G<br/><br/>R<br/>E<br/>A<br/>D<br/>I<br/>N<br/>G</b> | <ul style="list-style-type: none"> <li>• Confirms/Adjusts Predictions</li> </ul>                                                                 | Checks accuracy and adjusts predictions continually                                               | Checks accuracy of predictions most of the time                                  | Checks to confirm predictions                                  | Checks predictions when reminded                                                           |
|                                                                                       | <ul style="list-style-type: none"> <li>• Visualizes</li> </ul>                                                                                   | Visualizes elaborately through writing, drawing, or verbal communication                          | Visualizes with increasing detail                                                | Visualizes some details                                        | Visualizes with few details                                                                |
|                                                                                       | <ul style="list-style-type: none"> <li>• Makes Connections</li> </ul>                                                                            | Makes elaborate and valid text-to-self, text-to-text, and text-to-world connections independently | Readily makes text-to-self, text-to-text, and/or text-to-world connections       | Makes personal connections to text when prompted               | Needs opportunity to hear others share personal connections before attempting to state own |
|                                                                                       | <ul style="list-style-type: none"> <li>• Asks Questions</li> </ul>                                                                               | Asks questions of self or text that demonstrate higher level thinking and raises issues to ponder | Asks questions of self or text and considers things to ponder                    | Asks questions of self or text some of the time                | Asks questions of self or text in a limited way                                            |
|                                                                                       | <ul style="list-style-type: none"> <li>• Determines Importance</li> </ul>                                                                        | Distinguishes important ideas from details consistently                                           | Distinguishes important ideas from details                                       | Distinguishes important ideas from details inconsistently      | Lacks ability to distinguish important ideas from unimportant details                      |
|                                                                                       | <ul style="list-style-type: none"> <li>• Monitors Comprehension</li> </ul>                                                                       | Monitors comprehension automatically to clarify confusion or answer questions about the text      | Monitors comprehension most of the time to clarify confusion or answer questions | Monitors comprehension with reminders to clarify confusion     | Monitors comprehension sporadically or ineffectively to clarify confusion                  |
|                                                                                       | <ul style="list-style-type: none"> <li>• Uses Fix-up Strategies<br/>(Re-read, read-on, adjust rate, use word parts and context clues)</li> </ul> | Applies fix-up strategies in the reading process naturally                                        | Applies appropriate fix-up strategies most of the time                           | Applies fix-up strategies with limited, but increasing success | Applies few or no fix-up strategies                                                        |

# Rubric For Comprehension

**CH Cherryholmes**



## **Rubric For Comprehension:**

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**Rubric For Comprehension Introduction**

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