

**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>                                                | • Sets a Purpose                                                                              | Establishes a clear and focused purpose independently                                             | Establishes a purpose independently                                              | Establishes a purpose when reminded                            | Relies on an explicitly stated purpose                                                     |
|                                                                                       | • Previews Text                                                                               | Previews text thoroughly with focused intent                                                      | Previews text purposefully                                                       | Previews text randomly and/or incompletely                     | Previews when reminded                                                                     |
|                                                                                       | • Accesses Prior Knowledge                                                                    | Makes numerous connections which activate prior knowledge                                         | Connects prior knowledge with selection                                          | Accesses prior knowledge when prompted                         | Requires activities to activate prior knowledge                                            |
|                                                                                       | • Makes Predictions                                                                           | 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> | • Confirms/Adjusts Predictions                                                                | Checks accuracy and adjusts predictions continually                                               | Checks accuracy of predictions most of the time                                  | Checks to confirm predictions                                  | Checks predictions when reminded                                                           |
|                                                                                       | • Visualizes                                                                                  | Visualizes elaborately through writing, drawing, or verbal communication                          | Visualizes with increasing detail                                                | Visualizes some details                                        | Visualizes with few details                                                                |
|                                                                                       | • Makes Connections                                                                           | 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 |
|                                                                                       | • Asks Questions                                                                              | 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                                            |
|                                                                                       | • Determines Importance                                                                       | 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                      |
|                                                                                       | • Monitors Comprehension                                                                      | 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                  |
|                                                                                       | • Uses Fix-up Strategies<br>(Re-read, read-on, adjust rate, use word parts and context clues) | 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

**AW Rasmussen**



## **Rubric For Comprehension:**

**Designing and Using Rubrics for Reading and Language Arts, K-6** Joan F. Groeber, 2007 A valuable resource for teachers who use authentic assessment to support student learning Helpful for new teachers teachers new to using authentic assessments and experienced teachers looking for new ideas Barbara A Bradley Assistant Professor of Teaching and Leadership University of Kansas An excellent resource for classroom teachers assessment specialists staff developers and curriculum developers The information is comprehensive teacher friendly and easy to use making the book a valuable tool in the classroom Tracy Taylor Callard English Language Arts Teacher Wichita Collegiate School Wichita KS Enhance literacy instruction using a proven assessment tool rubrics Rubrics are essential tools for providing effective instruction and assessing student achievement Literacy consultant Joan Groeber provides educators with a teacher friendly step by step guide for creating and using rubrics to assess a wide range of literacy skills Groeber's approach helps ensure that students gain a clear understanding of teacher expectations and assume a greater responsibility for their own learning Offering an overview of rubrics as instructional tools with methods and strategies for developing them the revised edition includes Expanded guidelines for creating rubrics More than 40 time saving preconstructed model rubrics covering key literacy skills Rubrics at both primary and intermediate grade levels Strategies for introducing rubrics to students and suggestions for using the rubrics New rubrics that reflect the expanding field of literacy education including information literacy and technology use Using this comprehensive resource teachers can design rubrics to meet their specific classroom needs giving students the opportunity to identify and achieve high levels of performance

**40 Rubrics & Checklists** Adele Fiderer, 1999 Help students achieve their best with expert forms of measuring reading and listening comprehension story character analysis personal experience essays and more Illustrations throughout *35 Rubrics and Checklists to Assess Reading and Writing* Adele Fiderer, 1998 Drawing on her extensive experience as a teacher the author shares quick clear and easy rubrics for accessing students work These ideas will help students learn the qualities of a good performance and give parents a detailed picture of their children's progress

**Informal Assessment Strategies** Beth Critchley Charlton, 2011 Informal Assessment Strategies explores the power of informed assessment practices on teachers on instruction and most of all on the success of students particularly in literacy and reading comprehension This book shows teachers how to use the results of assessment and most importantly how to find time to assess in the increasingly crowded school day Teachers are challenged to reflect on their own practice and are encouraged to explore the why what and how of assessment Busy teachers learn how to listen question and observe students and focus on student strengths and abilities They learn how to use student abilities as a foundation for lessons that build on what students know Jacket

**Making the Most of Small Groups** Debbie Diller, 2007 Debbie Diller has already shown us how to productively occupy the rest of the class while meeting with small groups Now she turns her attention to the groups themselves and the teacher's role in small group instruction

**Teaching and Assessment in Global Aviation English** Eric Friginal, Malila Prado, Jennifer Roberts, 2025-01-23

Combining the expertise of renowned academics and aviation experts this edited collection draws together the latest research into language in the aviation industry with a focus on teaching and assessment Exploring the different practices and challenges within the current teaching and assessment of aviation English the volume provides highly valuable research based recommendations for building successful curricula that advance training and learning It investigates the challenges and future direction of the International Civil Aviation Organization Language Proficiency Requirements the training of aviation language teachers the benefits of a programmatic approach phraseology training and computer assisted language learning the use of radiotelephony role play the use of corpus linguistics and the assessment of pilots listening comprehension Advocating for best practice this book is a significant contribution to continued development and improvement within the teaching and assessment of aviation English worldwide

**Rhoades To Reading Fourth Edition, Teacher Handbook** Jacqueline Rhoades, 2004 Reading program designed for students grade 5 adult Recommended instruction tool for Levels I V Includes program assessment overview and description instructions for implementing over 64 individual cooperative learning activities glossary of terms the following pages that may be reproduced program assessment 8 rubrics 4 rubric checklists 5 progress charts

**Building a Validity Argument for the Test of English as a Foreign Language™** Carol A. Chapelle, Mary K. Enright, Joan M. Jamieson, 2011-04-06 Building a Validity Argument for the Test of English as a Foreign Language™ is distinctive in its attempt to develop a coherent story of the rationale for a test or its revision explain the research and development process and provide the results of the validation process This volume is particularly relevant for professionals and graduate students in educational measurement applied linguistics and second language acquisition as well as anyone interested in assessment issues

**Grading Exceptional and Struggling Learners** Lee Ann Jung, Thomas R. Guskey, 2011-09-29 A powerful model for helping struggling students succeed How can you ensure that you are grading your exceptional students fairly Teachers receive very little guidance for grading students with disabilities English learners and those receiving services through a response to intervention RTI process This practitioner friendly book provides an effective framework for assigning grades that are accurate meaningful and legally defensible The authors easy to follow five step standards based inclusive grading model helps teachers Determine appropriate expectations for each student Understand the differences between accommodations and modifications Grade based on modified expectations Communicate the meaning of grades to students and their families

*Innovative Practices in Teaching Information Sciences and Technology* John M. Carroll, 2024-08-13 Information Sciences and Technology IST is a rapidly developing interdisciplinary area of university research and educational programs It encompasses artificial intelligence data science human computer interaction security and privacy and social informatics In both research and teaching IST ambitiously addresses interdisciplinary synergies across this broad foundation Many articles and books discuss innovative

research practices in IST but innovations in teaching practices are less systematically shared Although new programs and new faculty join IST each year they basically have only their own imaginations to draw upon in developing effective and appropriate innovative teaching practices This book presents essays by experienced faculty instructors in IST describing insights that emerged from teaching and learning classroom practice and that have been validated through classroom experience The book is intended to help develop and strengthen a community of practice for innovative teaching in IST

**Differentiated Literacy Instruction in Grades 4 and 5** Sharon Walpole, Michael C. McKenna, Zoi A. Philippakos, John Z. Strong, 2019-10-24 Now revised and updated with many new lesson plans and a new chapter on writing instruction this trusted book guides upper elementary teachers to design and implement a research based literacy program The expert authors show how to teach and assess students in differentiated small groups and explain how instruction works in a tiered response to intervention model Included are extensive reproducible lesson plans and other tools for building students skills in word recognition fluency vocabulary comprehension and writing The convenient large size format facilitates photocopying purchasers also get access to a Web page where they can download and print the reproducible materials Prior edition title **Differentiated Reading Instruction in Grades 4 and 5** Subject Areas Key Words differentiated reading instruction intermediate grades upper elementary students teaching reading small group differentiating instruction differentiation lesson plans planning lessons assessments response to intervention RTI comprehension curriculum fluency interventions elementary reading methods struggling readers teachers vocabulary word recognition words writing decoding Making the Grades Todd Farley, 2011-01-01 In this alternately amusing and appalling expos of the standardized test industry fifteen year veteran Todd Farley describes statisticians who make decisions about students without even looking at their test answers state education officials willing to change the way tests are scored whenever they don't like the results and massive multi national for profit testing companies who regularly opt for expediency and profit over the altruistic educational goals of teaching and learning Although there are absurd moments as when Farley and coworkers had to grade students based on how they described the taste of their favorite food the enormous importance of standardized tests in the post No Child Left Behind era make this no laughing matter This book is dynamite The nice personal voice makes it utterly accessible and enticing wholly apart from the terribly important ammunition it provides to those of us in the testing wars at national and local levels Jonathan Kozol author of *Savage Inequities* **Literacy Assessment and Intervention for Classroom**

**Teachers** Beverly DeVries, 2017-07-05 The fourth edition of this comprehensive resource helps future and practicing teachers recognize and assess literacy problems while providing practical effective intervention strategies to help every student succeed The author thoroughly explores the major components of literacy providing an overview of pertinent research suggested methods and tools for diagnosis and assessment intervention strategies and activities and technology applications to increase students skills Discussions throughout focus on the needs of English learners offering appropriate

instructional strategies and tailored teaching ideas to help both teachers and their students Several valuable appendices include assessment tools instructions and visuals for creating and implementing the book s more than 150 instructional strategies and activities and other resources      **Teaching Beginner ELLs Using Picture Books** Ana Lado,2012-09-12

Picture your beginning ELLs reading their way to success For beginning English language learners a picture really is worth a thousand words Picture books can unlock puzzling cultural and social meanings for students at all ages and grade levels ELL educator Ana Lado illustrates how picture books are an especially useful tool for building important language and social foundations foundations that students may miss through traditional instruction Lado provides all the tools you need to engage your English learners with picture books including how to Design lesson plans around themed units Select appropriate picture books using specific criteria Incorporate fun and engaging strategies like singing and reenacting Integrate picture book learning to facilitate development of English Language Proficiency In addition you will gain access to a searchable online database to find just the right book for your lessons based on author title genre and English Language Proficiency level With practical classroom friendly techniques *Teaching Beginner ELLs Using Picture Books* helps teachers ESL ELD specialists and bilingual teachers transform lessons into richly illustrated learning opportunities This book is a great tool to use when teaching level one students and contains the different strategies necessary for complete English instruction Giuliana Jahnsen ELL Teacher Sterling Middle School Sterling VA This book makes the TESOL standards accessible by summarizing the three main goals of learning a language and how picture books support these concepts Blanca L Campillo Professional Development Specialist Chicago Public Schools Area 9 Chicago IL      *How to Write a Master's Thesis* Yvonne N. Bui,2019-07-31 This is the best textbook about writing an M A thesis available in the market Hsin I Liu University of the Incarnate Word The Third Edition of *How to Write a Master's Thesis* is a comprehensive manual on how to plan and write a five chapter master s thesis and a great resource for graduate students looking for concrete applied guidance on how to successfully complete their master s degrees While research methods and statistics courses may teach students the basic information on how to conduct research putting it all together into a single project and document can be a challenge Author Yvonne Bui demystifies this process by integrating the language learned in prerequisite methods and statistics courses into a step by step guide for developing a student s own thesis or project      **Assessment and Learning**

Sue Fostaty Young,C. Susan Fostaty Young,Robert J. Wilson,2000 Shows how to maximize learning potential through an improved understanding and appreciation of the learning process ICE represents the three stages of learning Ideas Connections and Extensions      *Teaching Literacy in Second Grade* Jeanne R. Paratore,Rachel L. McCormack,2005-05-13 Second grade classrooms are exciting places to visit Children are consolidating their growing reading and writing expertise exploring new genres and becoming more effective communicators This book takes the reader into several exemplary second grade classrooms to demonstrate what teachers can do to optimize literacy learning for their students Highlights include how

to set appropriate short and long term goals for individual students ways to plan instruction to meet those goals and innovative ideas for partnering with parents      Literacy Assessment and Intervention for Classroom Teachers Beverly A. DeVries, 2019-05-31 The fifth edition of this comprehensive resource helps future and practicing teachers recognize and assess literacy problems while providing practical effective intervention strategies to help every student succeed DeVries thoroughly explores the major components of literacy offering an overview of pertinent research suggested methods and tools for diagnosis and assessment intervention strategies and activities and technology applications to increase students skills Updated to reflect the needs of teachers in increasingly diverse classrooms the fifth edition addresses scaffolding for English language learners and offers appropriate instructional strategies and tailored teaching ideas to help both teachers and their students Several valuable appendices include assessment tools instructions and visuals for creating and implementing the book s more than 150 instructional strategies and activities and other resources New to the Fifth Edition Up to date and in line with ILA CCSS and most state and district literacy standards this edition also addresses the important shifts and evolution of these standards New chapter on Language Development Speaking and Listening covers early literacy assessment and interventions New intervention strategies and activities are featured in all chapters and highlight a stronger technology component Updated Companion Website with additional tools resources and examples of teachers using assessment strategies      *Teaching Children to Read: Reports of the subgroups* National Reading Panel (U.S.), 2000  
    Teaching Children to Read National Reading Panel (U.S.), 2000

## **Rubric For Comprehension** Book Review: Unveiling the Power of Words

In a world driven by information and connectivity, the energy of words has become more evident than ever. They have the capacity to inspire, provoke, and ignite change. Such could be the essence of the book **Rubric For Comprehension**, a literary masterpiece that delves deep into the significance of words and their affect our lives. Compiled by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we will explore the book's key themes, examine its writing style, and analyze its overall effect on readers.

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