

Independent Reading Rubric

From *Hi-Impact Reading Strategies to Accelerate Fluency and Proficiency* (2021)

by Bryce Hedstrom

Ignoring a problem on a spaceship and hoping it goes away then panicking and overreacting when it doesn't, will make a bad situation even worse. Ignoring, hoping, and overreacting will make the problems in your classroom worse too. One way to nip the problem of fake reading in the bud is with this rubric. The *interpretive skills* of listening and reading are a core mode of language and are a valid to discuss, understand and measure.



**"There is no problem so bad
you can't make it worse."
—Canadian astronaut Chris Hadfield**

This rubric allows students the autonomy and responsibility of evaluating their own behavior. The teacher has the ultimate responsibility, of course, and can alter a student's grade up or down based on observations and professional judgement, but most students will be accurate and honest. 80% of student self-evaluations are reasonable. 10% are overly self-critical. 10% are overly optimistic. The scores of those that are too hard on themselves can be magnanimously raised, and the scores of those that are unrealistically high can offer the opportunity for discussion and coaching. Copy this form and use it with your students 3 times every 2 weeks.

Name _____ Class/Period _____ Dates(s) _____
Score: ____/40

INTERPRETIVE SKILLS RUBRIC: READING

Notes

ENGAGEMENT WITH READING					
	Exemplary 10	Proficient 8	Developing 5	Insufficient 1	Not Observed
1. I Choose Material that is Interesting & Comprehensible to Me in Some Way I can explain <u>why</u> the reading material I have chosen is interesting to me, and I can demonstrate that I understand it.	Consistently	Almost all of the time, with little-to-no prompting	Often, with minimal prompting	Rarely, only when helped and prompted	Not observed
2. I Read for Meaning It is obvious that I am trying to get the message in the text, not just going through the motions. I can explain <u>what</u> I am reading.	Consistently	Almost all of the time, with little-to-no prompting	Often, with minimal prompting	Rarely, only when prompted	Not observed
3. I Read Without Disrupting Myself or Others I do not make unnecessary noise, talk or move around the room. I do not break other students' concentration and interrupt their reading.	Consistently	Almost all of the time, with little-to-no prompting	Often, with minimal prompting	Rarely, only when prompted	Not observed
4. I Read During the Entire Reading Time I keep on reading. I do not only read when reminded or redirected.	Consistently	Almost all of the time, with little-to-no reminding to whole class	Often, with minimal reminding to whole class	Rarely, with individual reminding	Not observed
<i>"Our knowledge of new words comes both incrementally (little by little) and incidentally (as a by-product of our main activity, comprehension)."</i> —Jeff McQuillan, author of <i>The Literacy Crisis</i>					
<i>"Teaching vocabulary lists is inefficient—the time is better spent reading alone."</i> —Stephen Krashen, PhD, Emeritus Professor of Education, University of Southern California					

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