

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 <u>Interesting & Comprehensible</u> to Me in Some Way I can explain why 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 what 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.	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	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)." —Jeff McQuillan, author of The Literacy Crisis</i>					
<i>"Teaching vocabulary lists is inefficient—the time is better spent reading alone."</i>					
<i>—Stephen Krashen, PhD, Emeritus Professor of Education, University of Southern California</i>					

By Bryce Hedstrom. Based on a rubric by Grant Boulanger & Virginia "Ginni" Hildebrandt.

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 <u>Interesting & Comprehensible</u> to Me in Some Way I can explain why 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 what 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.	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	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)." —Jeff McQuillan, author of The Literacy Crisis</i>					
<i>"Teaching vocabulary lists is inefficient—the time is better spent reading alone."</i>					
<i>—Stephen Krashen, PhD, Emeritus Professor of Education, University of Southern California</i>					

By Bryce Hedstrom. Based on a rubric by Grant Boulanger & Virginia "Ginni" Hildebrandt.