

## Comprehension Strategies Rubric

Student: \_\_\_\_\_

Circle One: **Narrative**   or   **Informational**

Strategy	4 Beyond (+)	3 Target (/)	2 Developing (-)	1 (0)
<b>Making Connections</b>	<ul style="list-style-type: none"> <li>Expands interpretation of text using schema</li> <li>Often makes connections that go beyond obvious and literal connections</li> <li>Is able to discuss / write and/or draw connections and understands how it helps make meaning</li> </ul>	<ul style="list-style-type: none"> <li>Relates background knowledge or experience to text</li> <li>Is able to make connections on a basic level and sometimes elaborate</li> <li>Is able to discuss / write and/or draw connections made most of the time</li> </ul>	<ul style="list-style-type: none"> <li>Can talk about what text remind him/her of but cannot explain</li> <li>Reference to schema may not be clearly connected to text</li> <li>Repeats / copies others some of the time</li> </ul>	<ul style="list-style-type: none"> <li>Lacks understanding of how to make a connection</li> <li>Relies totally on teacher and others for answers</li> </ul>
<b>Dates/ Comments:</b>				
<b>Visualize</b>	<ul style="list-style-type: none"> <li>Creates and describes images that extend and enrich the text</li> <li>Describes how images help him/her to understand more about the text than would have been possible without the images</li> <li>Often goes beyond literal expressions / detailed descriptions of sensory images when expressing through drawing / writing and/or discussing</li> </ul>	<ul style="list-style-type: none"> <li>Independently can express/ write and/or draw visualizations</li> <li>Images are somewhat elaborated from the literal text or existing picture and help him/her to understand more than without creating the images</li> </ul>	<ul style="list-style-type: none"> <li>Begins to describe some visual or other sensory and/or emotional images</li> <li>Mostly relies on teacher/others to prompt</li> </ul>	<ul style="list-style-type: none"> <li>Lacks/has no understanding of how to picture in their minds</li> <li>Totally relies on teacher/others to prompt</li> </ul>
<b>Dates/ Comments:</b>				

<b>Inferring</b>  <b>Dates/ Comments:</b>	<ul style="list-style-type: none"> <li>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</li> <li>Readily references the text when appropriate – infers on a higher level consistently;</li> <li>Stops and thinks while reading to make inferences to assist comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Draws conclusions and/or makes predictions and can explain the source of the conclusion or prediction – references the text – uses key words and/or clues</li> <li>Infers on a higher level more often than not</li> </ul>	<ul style="list-style-type: none"> <li>Draws conclusions or makes predictions that are somewhat consistent with the text or their prior knowledge</li> <li>Infers on a literal and basic level; refers only to key words and rarely to clues in text</li> </ul>	<ul style="list-style-type: none"> <li>Rarely draws conclusions on own</li> <li>Attempts to make predictions and/or draw conclusions without using the text or by referencing/using the text inappropriately to defend the statement</li> </ul>
<b>Questioning</b>  <b>Dates/ Comments:</b>	<ul style="list-style-type: none"> <li>Poses questions to enhance meaning or text (critical response big idea)</li> <li>May explain how posing questions deepens comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Poses questions to clarify meaning without prompting</li> </ul>	<ul style="list-style-type: none"> <li>Poses literal question(s) that relate to the text</li> <li>Expresses questions when prompted and/or led to do so</li> </ul>	<ul style="list-style-type: none"> <li>Has little or no understanding about what to ask and/or poses irrelevant questions</li> </ul>
<b>Determining Importance / Notices the Author</b>  <b>Dates/ Comments:</b>	<ul style="list-style-type: none"> <li>Clearly identifies at least one key concept, idea or theme as important in overall text meaning and clearly explains <b>why</b></li> <li>Refers to text features and readily correlates importance to author's craft and content of text</li> </ul>	<ul style="list-style-type: none"> <li>Identifies words, characters and/or events as more important to overall meaning and makes some attempt to explain reasoning in expository text</li> <li>Uses text features, such as bold print and captions to identify importance</li> <li>Attempts to explain why text features / author's craft are used by the author and their possible effect to readers</li> </ul>	<ul style="list-style-type: none"> <li>Identifies some elements as more important to text meaning</li> <li>Isn't sure why these elements are important to overall meaning</li> <li>Sometimes shows understanding of author's craft but struggles to identify text features or most important things in text</li> </ul>	<ul style="list-style-type: none"> <li>Guesses randomly or inaccurately attempts to identify important elements</li> <li>Lacks understanding of author's craft or text features</li> </ul>

<b>Summarizing/ Synthesizing</b>	<ul style="list-style-type: none"> <li>Enhances meaning in text with synthesis</li> <li>May incorporate own schema</li> <li>Uses story elements or structures to enhance synthesis</li> <li>Describes how thinking evolved from the beginning to the end of the passage</li> </ul>	<ul style="list-style-type: none"> <li>Stops frequently to reflect on text meaning</li> <li>Uses own schema and story elements to enhance meaning</li> <li>May talk about how he/she changed mind about overall story meaning during reading</li> <li>Can relate an appropriate summary about what a text is mostly about</li> </ul>	<ul style="list-style-type: none"> <li>Stops inconsistently to identify events / information in text and may incorporate schema into interpretation</li> <li>Lacks meaningful summary and understanding of what a text is mostly about – makes attempts</li> </ul>	<ul style="list-style-type: none"> <li>Rarely stops while reading or at the end of the text</li> <li>Lacks understanding of what the text is mostly about</li> </ul>
<b>Dates/ Comments:</b>				

Note: These are strategies that good readers blend together to make meaning. They are not meant to be used in isolation. This tool can help you assess which strategies students are using at a given time (individually and/or as a group) to help you monitor their growth and to plan for mini lessons and individual conferences.