Grades 4-5 Reading Comprehension Strategies Rubric

	Level One	Level Two	Level Three	Level Four
Making Connections (Prior Knowledge)	Makes no connections between text and background knowledge	Makes simple connections but cannot explain them, or the connections are irrelevant to the text	Relates background knowledge/ experience to text and expands the interpretations of text by using schema; may discuss schema related to author, text structure;	Explains how schema enriches interpretation of text and begins to make connections beyond life experience and immediate text
Questioning	Asks only literal questions	Asks questions only to clarify meaning	Asks questions to deepen the meaning of text; may explain how the questions enhance comprehension (metacognition)	Uses questions to challenge the text (author's purpose, theme, or point of view)
Visualizing (Sensory Imagery)	Cannot describe sensory images	Describes some visual or other sensory images; may be tied directly to text or description of the picture in the text	Describes own mental images, usually visual; images are somewhat elaborated from the literal text or existing picture	Creates and describes multi-sensory images that extend and enrich the text, and can explain how those images enhance comprehension
Determining Importance	Guesses randomly or inaccurately attempts to identify important elements	Identifies some elements as more important to text meaning	Identifies words, characters, and/or events as more important to overall meaning and makes some attempt to explain reasoning	Identifies at least one key concept, idea, or theme as important in overall text meaning and clearly explains why
Inferring	Attempts to make predictions or draw conclusions, without using the text or by using the text inappropriately to defend the statement	Draws conclusions or makes predictions that are consistent with the text or schema	Draws conclusions and/or makes predictions and can explain the source of the conclusion or prediction	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
Synthesizing	Stops occasionally or at the end of the text and identifies some text elements	Stops periodically to identify text events and may incorporate schema into interpretation	Stops frequently to reflect on text meaning; uses own schema and story elements to enhance meaning; may identify key themes	Stops frequently to reflect on text meaning; relates to the story or genre in a personal way; can identify key themes; may articulate how this process has created new meaning upon completion of the text