Reading Rubric: Grade 1

Student name:_____   School year:_____

Campus:_____   Grade:_____

	Beginning	Developing	Capable	Expert
Fluent	Decodes words haltingly	Decodes sentences haltingly	Knows vowel teams (*ea, ee, oa,* etc.)	Decodes poly-syllabic words
	Misses key sounds	Knows conditions for long vowels (vowel at end of syllable, e.g., *me, he*)	Identifies common spelling patterns	Decodes words in context of paragraph
	Identifies most letter sounds	Identifies blends and consonants	Uses word-attack skills to identify new words	Decodes words accurately and automatically
	Identifies short vowels	Decodes digraphs and *r*-control vowels (*or, ar, er,* etc.)	Reads sentences in meaningful sequence	Reads paragraphs in meaningful sequence
	Says/recognizes individual words	Reads at rate that does not interfere with meaning	Reads with expression	Reads with expression, fluency, appropriate tone, and pronunciation
Constructive	Predictions are incomplete, partial, and unrelated	Predicts what might happen next	Predicts story based on pictures and other clues	Can predict possible endings to story with some accuracy
	Predictions indicate no or inappropriate prior knowledge	Makes minimal links to personal experience/prior knowledge	Relates story to personal experience/prior knowledge	Can compare/contrast story with personal experience
Motivated	Does not read independently	Reads when teacher or parent requests	Will read for specific purpose	Self-initiates reading
	Concentrates on decoding	Eager to utilize acquired skills (words and phrases)	Uses new skills frequently in self-selected reading	Reads for pleasure

	Beginning	Developing	Capable	Expert
Strategic	Does not self-correct	Recognizes mistakes but has difficulty in self-correcting	Has strategies for self-correction (reread, read ahead, ask questions, etc.)	Analyzes self-correction strategies as to best strategy
	Uncertain as to how parts of story fit together	Can identify characters and setting in story	Can identify characters, settings, and events of story	Can talk about story in terms of problem and/or goal
Process	Cannot tell what has been read	Does not sort important from unimportant	Can determine with assistance what is important and unimportant	Organizes reading by sorting important from unimportant

Reading Rubric: Grade 2

Student name:_____   School year:_____

Campus:_____   Grade:_____

	Beginning	**Developing**	**Capable**	**Expert**
Fluent	Misses key phonemic elements	Knows basic phonetic structure of vowels: short, long, r-control, vowel teams	Uses word-attack skills to identify new words in section	Decoding not an issue; it is taken for granted
	Rate of reading interferes with meaning	Occasionally rate of reading interferes with meaning	Says sentences in meaningful sequence	Analyzes selection and uses most effective reading rate
	New vocabulary impairs understanding	Mispronounces unfamiliar words	Uses contextual clues to determine pronunciation of new words	Enjoys new words and practices using them in his/her vocabulary
Constructive	Makes some use of clues to determine what text will be about	Can predict what character might do next	Can predict possible outcomes from selection	Connects personal experience to predict outcomes
	May mention character he/she read about previously	Remembers general characters but not detail	Can identify main character	Can give detailed accounting of character and motive
	Skips over new words	New vocabulary impairs understanding	For new word, can give example but not definition	Can generate definition or synonym for new word
Motivated	Has limited interaction with or response to reading	May be involved in or identify with portion of story	Responds on personal basis to selection	Tells others about what he/she has read
	Reads only when asked	Self-initiates reading	Has criteria for selecting reading materials	Analyzes personal choices and determines new selections to explore

	Beginning	Developing	Capable	Expert
Strategic	Is uncertain as to how all parts fit together but can identify parts of selections	Has structure for story reading	Understands criteria of expository piece	Differentiates fiction from non-fiction by structure of piece
Process				
Before	Simply begins reading; does not know purpose	Has purpose for reading but relies heavily on pictures	Demonstrates some knowledge of clues to use before reading (looks at graphics, predicts, asks questions)	Applies strategies before reading that help better understand what text will be about
During	Keeps reading if he/she does not understand	Has only external strategies (will ask for help)	Uses some strategies during reading *	Applies appropriate strategies while reading; can self-correct **
After	Cannot verbalize what he/she read	Can identify which part he/she liked best	Can summarize with assistance/direction	Summarizes accurately

* Reading strategies: Summarizes, retells events; makes mental picture of what author says; predicts next event; alters predictions based on new information.

** Self-correction or "fix-up" strategies: Looks back, looks ahead, rereads, slows down, asks for help.

Reading Rubric: Grade 3

Student name:_____   School year:_____

Campus:_____   Grade:_____

	Beginning	Developing	Capable	Expert
Fluent	Mispronounces common words	Sees word root and endings separately	Understands that prefixes, roots, and suffixes are "changeable parts"	Analyzes pronunciation using analogy to known words and word parts
	Decodes sentences haltingly	Decodes words accurately and automatically	Decodes words in context of paragraph	Reads with expression, fluency, and appropriate tone and pronunciation
Construc-tive	New vocabulary impairs understanding	Can generate an example or synonym for new word	Can generate synonyms, definition, or antonym for new word	Uses new and unusual words in writing or speaking
	Predicts story based on pictures and other clues	Identifies parts of story in relation to his/her own experience	Connects personal experience to clues and text	Can compare and contrast previous personal experience to parts of story
Motivated	Reading is initiated by teacher	Reading is initiated by student	Reads for pleasure	Reads for pleasure and information as needed
	Holds as much beginning information as possible and forgets rest	May describe what selection is about and provide some detail	Identifies main idea	Identifies main idea and supporting information
	Does not read for information	Reads for information if teacher-initiated	Uses appropriate text for needed information	Compares/ contrasts one piece of reading with/to another

	Beginning	Developing	Capable	Expert
Strategic	Has difficulty differentiating important from unimportant	Knows important parts exist but cannot always identify	Can identify important information	Can identify and store important information and discard unimportant
	Does not self-correct	Recognizes mistakes but has difficulty in self-correcting	Has strategies for self-correction **	Analyzes self-correction strategies as to best strategy
Process				
Before	Prereading strategies involve number of pages and size of print	Identifies purpose for reading	Identifies purpose and applies strategies before reading that help better understand what text will be about	Determines strategies needed to understand selection
During	Calls words and skips words if they cannot be understood or pronounced	Some aspects of text are connected to prior knowledge/ experience	Uses some strategies during reading *	Applies appropriate strategies while reading; can self-correct **
After	Summaries are retelling of as much as is remembered	Needs help with summary; can identify which part he/she liked best	Has strategy for categorizing and summarizing information	Organizes reading by sorting important from unimportant and relating it to purpose and structure

* Reading strategies: Summarizes, retells events, makes mental picture of what author says; predicts next event, alters predictions based on new information.

** Self-correction or "fix-up" strategies: Looks back, looks ahead, rereads, slows down, asks for help.

Reading Rubric: Grade 4

Student name:_____   School year:_____

Campus:_____   Grade:_____

	Beginning	Developing	Capable	Expert
Fluent	Mispronounces common words	Sees word root and ending separately	Understands that prefixes, roots, and suffixes are "changeable parts"	Analyzes pronunciation using analogies to known words and word parts
	Decodes words haltingly	Decodes words in context of paragraph	Decoding is non-issue	Reads with expression, fluency, and appropriate tone and pronunciation
Constructive	Can predict what character might do next	Can predict possible endings to story	Can predict more than one ending/solution	Can predict endings to story and explain advantages and disadvantages for author in using various endings
	New vocabulary impairs understanding	Can generate example or synonym for new word	Can generate synonyms, definition, or antonyms for new word	Uses new vocabulary in writing or speaking
Motivated	Little understanding of reason for reading	Reads text because teacher said to	Establishes clear purpose for reading	Evaluates purpose for reading
	Limited interaction with or response to reading	May mention character he/she has read about previously	Compares/contrasts one piece of reading with/to another	Analyzes personal choices and determines new selections to explore

	Beginning	Developing	Capable	Expert
Strategic	Does not have enough information to ask questions	Has difficulty asking questions	Can ask questions about what was read	Asks questions that tie this text and other reading together
	Has difficulty differentiating important from unimportant	Can use structures to identify important information	Uses structures to assign order, remember characters, and identify problem/ goal	Uses structure to determine most important aspects of text to remember
	Has some difficulty differentiating structure of fiction from non-fiction	Differentiates fiction from non-fiction by structure of piece	Can differentiate among structures used in fiction ***	Can differentiate among non-fiction structures ****
Process				
Before	Prereading strategies involve number of pages and size of print	Identifies purpose for reading	Applies strategies before reading that help him/ her better understand what text will be about	Determines strategies needed to better understand selection
During	Calls words and skips words if not understood	Some aspects of text are connected to prior knowledge/ experience	Uses some strategies during reading *	Applies appropriate strategies while reading; can self-correct **
After	Summaries are retelling of as much as is remembered	Can identify part he/she likes best but needs help with summary	Has strategy for categorizing information	Organizes reading by sorting important from unimportant and relating it to purpose and structure

* Reading strategies: Summarizes, retells events, makes mental picture of what author says, predicts next event, alters predictions based on new information.
** Self-correction or "fix-up" strategies: Looks back, looks ahead, rereads, slows down, asks for help.
*** Fiction structure (examples): Flashbacks, chronological, episodic, story within story.
**** Non-fiction structure (examples): Topical, cause and effect, sequential, comparison/contrast, persuasive.

Reading Rubric: Grade 5

Student name:_____   School year:_____

Campus:_____   Grade:_____

	Beginning	Developing	Capable	Expert
Fluent	Rate of reading interferes with meaning	Occasionally rate of reading interferes with meaning	Analyzes selection and uses most effective reading rate	Can articulate the demands of the reading task
Construc-tive	Has trouble understanding meaning of text Vocabulary slows reader	Can understand text but has difficulty formulating questions Can use text to make meaning of new vocabulary	Can explain why text is important and can summarize main points Can ask questions over text	Assigns meaning and relates information in a larger context of knowledge Vocabulary applied outside of text and used to refine understanding
Motivated	Does not read for information; concentrates on decoding Can provide some details about selection Reading is initiated by teacher	Holds as much beginning information as possible and forgets rest May describe what selection is about and provide some detail Reading is initiated by student	Identifies main idea; determines fact from non-fact Compares and contrasts information to other events or experiences Shares reading with others	Identifies main idea; determines fact from non-fact Compares and contrasts information to other events or experiences Shares reading with others

	Beginning	Developing	Capable	Expert
Strategic	Differentiates fiction from non-fiction by structure of piece	Can differentiate among structures used in fiction ***	Can differentiate among non-fiction structures ****	Can articulate and analyze author's use of structure
Sorting	Can remember some of important pieces	Uses structures to assign order, remember characters, and identify problem/goal	Uses structures to determine most important aspects of text to remember	Discusses how structures assist reader in sorting important from unimportant
Asks questions	Does not have enough information to ask questions	Has difficulty asking questions	Can ask questions about what was read	Asks questions that tie this text to others
Self-correction strategies	Does not self-correct	Recognizes mistakes but has difficulty self-correcting	Has strategies for self-correction **	Analyzes self-correction strategies as to best strategy **
Identifies purpose	Little understanding of reason for reading	Reads text because teacher said to	Establishes clear purpose for reading	Evaluates purpose for reading
Process				
Before	Does not predict	Has some difficulty making predictions	Applies strategies before reading that help better understand what text will be about	Predicts and identifies how author or genre tends to end selections
During	Keeps reading if he/she does not understand	Uses some strategies during reading *	Applies appropriate strategies while reading; can self-correct **	Analyzes own reading and thinking while reading
After	Summaries are retelling of as much as is remembered	Has strategy for categorizing information	After reading, revises schema/conceptual organization	Develops more clarity in thinking as result of reading

* Reading strategies: Summarizes, retells events, makes mental picture of what author says, predicts next event, alters predictions based on new information.
** Self-correction or "fix-up" Strategies: Looks back, looks ahead, rereads, slows down, asks for help.
*** Fiction structures (examples): Flashbacks, chronological, episodic, story within story.
**** Non-fiction structures (examples): Topical, cause and effect, sequential, comparison/contrast, persuasive.