

Sanborn Regional School District
Mission Statement and Expectations
Reading Rubric
Grades 7-12

Criteria	Advanced	Proficient	Developing	Not Yet	Student	Teacher
Comprehension	Demonstrates understanding of work as a whole as well as how parts work together. Draws meaning from subtle clues. Explores multiple possibilities of meaning in a text. Constructs insightful, discerning and perceptive meaning.	Demonstrates general understanding of work as a whole. Generally draws meaning from context clues. Explores differing points of view/inferences in a text.	Demonstrates only literal comprehension of text. Constructs superficial meaning from text with teacher support.	Demonstrates little or no comprehension of text.		
Critical stance/ Making connections	Recognizes, accepts or rejects the position the text seems to construct for the reader. Employs understanding of author's point of view when making judgments. Makes connections between and among multiple texts, as well as personal life experiences.	Recognizes the position the text seems to construct for the reader. Demonstrates understanding of author's point of view. Makes connections between and among some texts as well as personal life experiences.	Identifies topic without recognizing position. Identifies point of view only with teacher prompts. When prompted, makes connections between and among texts as well as personal life experiences.	Does not consistently identify main idea. Cannot identify point of view. Unable to make relevant connections.		
Use of text to clarify meaning and form conclusions	Justifies own appraisal of text using numerous resources. Has a wide vocabulary and sound knowledge of etymology. Discusses style of author through direct reference to text. Offers critical analysis of reading passages in discussion or writing and recognizes possible or multiple interpretations.	Justifies own appraisal of text. Has grade level vocabulary and some knowledge of etymology. Recognizes some examples of author's style. Independently shares understanding and appreciation of text through discussion and writing.	Constructs appraisal of text only with teacher support. Recognizes lack of understanding of a word but needs assistance to determine meaning. Understands the concept of style. Relies on teacher assistance to correct interpretation of implied meaning.	Responds to text only on a literal level with teacher support. Cannot determine word meaning through context or decode unfamiliar words without direct teacher support.		
Strategic reading/ Metacognition	Challenges the text and carries on an internal dialogue with the author. Raises and makes note of questions agreeing, disagreeing, appreciating or objecting to text features.	Questions the text and generalizes, evaluates, and supports ideas with the text.	Questions text only with teacher support.	Unable to question or challenge text.		