

### Primary Reading Comprehension Strategies Rubric (2-3)

	<b>Level One</b>	<b>Level Two</b>	<b>Level Three</b>	<b>Level Four</b>
<b>Making Connections (Prior Knowledge)</b>	Does not make connections to the text	Talks about what text reminds them of, but cannot explain how it relates to the text	Relates background knowledge/experience to text	Links background knowledge and examples from the text to enhance comprehension and/or interpretation
<b>Questioning</b>	Unable to ask or answer questions; gives inappropriate or off topic responses	Beginning to ask and answer questions; unable to support with evidence from the text	Can ask and answer questions and begin to provide evidence from the text	Asks and answers different types of questions; and finds evidence in the text to support questions and answers
<b>Visualizing (Sensory Imagery)</b>	Does not demonstrate use of sensory images	Demonstrates use of some sensory images	Demonstrates use of sensory images; images are somewhat elaborated from literal text or existing pictures	Demonstrates multi-sensory images that extend and enrich the text; demonstration may be through any modality or medium.
<b>Determining Importance</b>	Unable to identify important concepts in the text	Identifies some important concepts in text (i.e. characters, plot, main idea, or setting)	Identifies some important concepts in text with some supporting explanation (i.e. characters, plot, main idea, or setting)	Identifies at least one key idea, theme, or concept linking it to the overall meaning of the text. Uses supporting details from the text to clearly explain why it is important
<b>Monitoring Comprehension</b>	Does not identify difficulties or problem areas	Identifies difficulties, but does not articulate need to solve problem or articulate the problem area	Identifies difficulties and articulates need to solve the problem, but does not use strategies independently to solve the problem; may need teacher guidance	Identifies difficulties, articulates need to solve the problem and identifies the appropriate strategy to solve the problem (i.e. using meaning, visual, or structural cues
<b>Inferring</b>	Does not make predictions, interpretations, or draw conclusions	Makes predictions, interpretations, and/or draws conclusions, but does not justify response with information from the text	Makes predictions, interpretations and/or draws conclusions and justifies response with information from the text; some teacher prompting may be necessary	Independently makes predictions, interpretations, and/or draws conclusions; and clearly explains connections using evidence from the text and personal knowledge, ideas, or beliefs
<b>Synthesizing</b>	Unable to retell elements of the text	Randomly retells some elements of the text	Retells all key elements of the text in logical sequence	Retells elements of the text in logical sequence with some extension to overall theme, message, or background knowledge

*Adapted from rubrics developed by Language Arts Committee, Walnut Creek School District*