

Fitchburg State University General Education Program: Reading Rubric

Goal and Skill: Fitchburg State University students will read to extract and construct meaning through interaction and involvement with written language and other media.

	Internalizing	Refining	Developing	Emerging
Metacognition	Student work (e.g., text annotations, reading notes, process logs, reflections) consistently demonstrates active engagement with the text, use of comprehension monitoring, confusion resolution, and/or strategy selection to aid in reading.	Student work (e.g., text annotations, reading notes, process logs, reflections) frequently demonstrates active engagement with the text, use of comprehension monitoring, confusion resolution, and/or strategy selection to aid in reading.	Student work (e.g., text annotations, reading notes, process logs, reflections) sometimes demonstrates active engagement with the text, use of comprehension monitoring, confusion resolution, and/or strategy selection to aid in reading.	Student work (e.g., text annotations, reading notes, process logs, reflections) rarely demonstrates active engagement with the text, use of comprehension monitoring, confusion resolution, and/or strategy selection to aid in reading.
Repertoire of Strategies	Student work (e.g., text annotations, reading notes, process logs, reflections) consistently demonstrates the use of a range of skillful and flexible strategies to support reading comprehension that are guided by self-defined goals and purposes.	Student work (e.g., text annotations, reading notes, process logs, reflections) frequently demonstrates the use of a range of skillful and flexible strategies to support reading comprehension that are guided by self-defined goals and purposes.	Student work (e.g., text annotations, reading notes, process logs, reflections) sometimes demonstrates the use of a range of skillful and flexible strategies to support reading comprehension that are guided by self-defined goals and purposes.	Student work (e.g., text annotations, reading notes, process logs, reflections) rarely demonstrates the use of a range of skillful and flexible strategies to support reading comprehension that are guided by self-defined goals and purposes.
Use of Text Form, Structure, and Schema	Student work (e.g., text annotations, reading notes, process logs, reflections) consistently demonstrates the use and/or identification of text/media structure or features to guide the reading process and support comprehension, problem solving, and/or interpretation while reading.	Student work (e.g., text annotations, reading notes, process logs, reflections) frequently demonstrates the use and/or identification of text/media structure or features to guide the reading process and support comprehension, problem solving, and/or interpretation while reading.	Student work (e.g., text annotations, reading notes, process logs, reflections) sometimes demonstrates the use and/or identification of text/media structure or features to guide the reading process and support comprehension, problem solving, and/or interpretation while reading.	Student work (e.g., text annotations, reading notes, process logs, reflections) rarely demonstrates the use and/or identification of text/media structure or features to guide the reading process and support comprehension, problem solving, and/or interpretation while reading.

Comprehension	Student work (e.g., paraphrasing, summarizing, identification of key concepts, text interpretation, or synthesis of ideas) consistently articulates understanding of reading material that is supported by evidence from the text/media.	Student work (e.g., paraphrasing, summarizing, identification of key concepts, text interpretation, or synthesis of ideas) frequently articulates understanding of reading material that is supported by evidence from the text/media.	Student work (e.g., paraphrasing, summarizing, identification of key concepts, text interpretation, or synthesis of ideas) sometimes articulates understanding of reading material that is supported by evidence from the text/media.	Student work (e.g., paraphrasing, summarizing, identification of key concepts, text interpretation, or synthesis of ideas) rarely articulates understanding of reading material that is supported by evidence from the text/media.
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(Adapted from the Reading Apprenticeship Curriculum-Embedded Reading Assessment Rubric and the AAC&U Reading VALUE Rubric)

Reading Rubric

Reading Goal and Skill

Fitchburg State University students will read to extract and construct meaning through interaction and involvement with written language and other media.

Suggested Assignments for this Rubric

Reading skill development is a process that should be examined as students interact with text. As such, comprehension assignments, such as papers and tests, may not provide all of the evidence needed to assess reading skills. When submitting pieces for assessment that demonstrate students' progress in reading skill development, please consider artifacts that measure both the reading process and comprehension (please see the Reading SkillGuide for examples - forthcoming).

- Text/media annotations
- Reading notes or metacognitive logs
- Products that expose approaches to resolving confusion
- Written reflections of the reading process
- Assignments that require paraphrasing, summarizing, or interpreting text/media
- Comprehension assessments that require the use of supporting evidence

Understanding the Rubric

This rubric assesses students' reading skill development based on the following four criteria:

1. Metacognitive engagement with text and articulation of thinking processes and comprehension.
2. Repertoire of reading strategies guided by the student's own goal or purpose for reading, including strategy range, selection, and application with the intention of sustaining attention, achieving comprehension, and resolving reading problems.
3. Use of text form, features, structure, and/or knowledge of disciplinary schema to support comprehension.
4. Comprehension in the form of both understanding and utilizing important ideas in the text.

The rubric has four levels of performance with a consistent distinguishing term in each criterion.

Performance Level	Distinguishing Term	Explanation: The student artifact is . . .
Internalizing	Consistently	nearly perfect in meeting the criteria (~100%).
Refining	Mostly/Frequently	above average in meeting the criteria (~75%).
Developing	Partially/Sometimes	average in meeting the criteria (~50%).
Emerging	Minimally/Rarely	in the early stages of meeting the criteria (25% or less)

In general, the rubric is meant to assess student progression in developing their reading skills through the four-year general education curriculum. It is expected that students in their first and second years of the general education program will likely score on the lower end of the rubric (Emerging and Developing) as they are just beginning their skill development, and they will continually improve (Refining and Internalizing) as they progress through the program during their 3rd and 4th years.