

**READING RUBRIC
GRADES 1 – 3**

**JOHN F. KENNEDY SCHOOL
2009 – 2010**

Student _____

		Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4
		EMERGENT READERS		EARLY READERS		TRANSITIONAL READERS		EXTENDING READERS		
		EM		ER1	ER2	TR1	TR2	EX1	EX2	
		DRA Levels A-1	DRA Levels A-2	DRA Levels 3-6	DRA Levels 8-10	DRA Levels 12-16	DRA Levels 18-24	DRA Levels 28-34	DRA Levels 28-44	
Book Selection	Requires others to select and read text	Relies on others to select and introduce new texts		Selects new text with support	Selects new text with moderate support	Selects new text with limited support	Selects new texts that are "just right" most of the time	Selects a variety of "just right" texts	Selects a variety of "just right" texts for varying purposes	
	Reads familiar texts with support	Reads a few familiar texts independently and new texts with much support		Reads some familiar texts independently and new texts with support	Reads most familiar texts independently and new texts with moderate support	Reads familiar and some new easy texts independently	Reads many new easy texts independently	Reads new genres with moderate support	Reads new genres with limited support	
Previewing and Predicting				Gathers limited information from the teacher's introductions and the pictures	Gather some information from the teacher's introduction and the pictures	Gathers pertinent information from the teacher's introduction and the pictures	Gathers limited information from teacher's introduction, paragraphs read aloud, and self-initiated preview	Gathers some information from teacher's introduction, paragraphs read aloud, and self-initiated preview	Gathers pertinent information from teacher's introduction, paragraphs read aloud, and self-initiated preview	
				Comments briefly about each event or action when previewing pictures	Connects 1 or 2 events or action when previewing the pictures (e.g., <i>and, then, now</i>)	Connects events or actions when previewing pictures with little or no prompting	Predicts the next possible event or action; identifies 1 to 2 topics	Predicts several possible events or actions with prompting; identifies some topics with prompting	Predicts several possible event or actions without prompting; identifies most topics without prompting	
Observable Reading Behaviors	Is uncertain about directionality	Moves left to right on one line of text		Reads word by word	Reads word by word with some short phrases	Reads in short phrases most of the time	Reads in longer phrases at times; inconsistent rate	Reads in longer phrases most of the time; adequate rate	Reads in longer, meaningful phrases; rate adjusted appropriately	
	Points to words; inconsistent one-to-one match	Points to words; consistent one-to-one match		Reads with no intonation; monotone	Reads with little intonation; rather monotone	Reads with some intonation; some attention to punctuation; monotone at times	Adjusts intonation to convey meaning at times; attends to punctuation most of the time	Adjusts intonation to convey meaning; attends to punctuation	Begins to explore subtle intonation that reflects mood, pace, and tension	
	Relies on others to monitor reading	Monitors using 1 or 2 known words (e.g., <i>is, no, yes</i>)		At difficulty stops, relying on support to problem-solve unknown words	At difficulty, initiates problem-solving of a few unknown words	At difficulty, uses 1 to 2 cues to problem-solve unknown words	At difficulty, uses multiple cues to problem-solve unknown words	At difficulty, uses efficient cues to problem-solve unknown words most of the time	At difficulty, uses efficient cues to problem-solve unknown words quickly	
	Is uncertain about letters and words	Locates words and letters "Reads" using picture and/or language cues		Detects no miscues	Self-corrects a few significant miscues	Self-corrects some significant miscues	Self-corrects most significant miscues	Self-corrects most significant miscues quickly	Self-corrects all significant miscues quickly	
	Invents story									
		Comprehension			Retelling reflects VERY LITTLE comprehension:	Retelling reflects SOME comprehension:	Retelling reflects ADEQUATE comprehension:	Retelling reflects VERY GOOD comprehension:		
		<ul style="list-style-type: none"> • Focuses on a limited part of the story or information • Only 1 or 2 events/facts mentioned • Some character omitted • Refers to characters in common terms (<i>boy, girl, dog, he, she</i>) • Misinterpretation or incorrect information • Limited or no response to teacher prompts 			<ul style="list-style-type: none"> • Relates pieces of the story or information • Some events/facts omitted or out of sequence • Mentions most of the characters • Refers to 1 or 2 characters by name • Some misinterpretation • Some response to teacher prompts 	<ul style="list-style-type: none"> • Relates the gist of the story or information • Sequential for most part; 1 or 2 events/facts may be omitted • Includes some information about the characters and setting • Refers to most characters by name • Literal interpretation • Adequate response to teacher prompts 	<ul style="list-style-type: none"> • Captures the essence of the story or information • Sequential; includes important events/facts • Includes important information about the characters and setting • Refers to characters and places by name • Reveals use of background knowledge to interpret • Requires few or no teacher prompts 			
		Links to personal experience			Links to other media or events		Links to other literature			