

“College Readiness”
(Course Expectation Rubric in **READING**)

<u>Reading Rubric</u>	<u>Does Not Meet</u>	<u>Marginally Meets</u>	<u>Meets</u>	<u>Exceeds</u>
<p>R1 Uses varied appropriate skills and strategies to understand what is read</p>	<ul style="list-style-type: none"> ▪ Student does not understand the components of the reading process ▪ Student does not use appropriate strategies for understanding main idea, inferences, and vocabulary ▪ Student does not organize and evaluate what is read ▪ Student cannot distinguish between major and minor details ▪ Student cannot paraphrase author’s ideas 	<ul style="list-style-type: none"> ▪ Student demonstrates an understanding of the reading process but shows inconsistent use ▪ Student inconsistently uses appropriate strategies for understanding main idea, inferences, and vocabulary ▪ Student inconsistently organized and partially evaluates what is read ▪ Student begins to distinguish between major and minor details ▪ Student inaccurately or incompletely paraphrases 	<ul style="list-style-type: none"> ▪ Student demonstrates a good understanding of the reading process and uses frequently ▪ Student frequently demonstrates appropriate strategies for understanding main idea, inferences, and vocabulary ▪ Student frequently organizes and adequately evaluates what is read ▪ Student makes adequate distinctions between major and minor details ▪ Student frequently demonstrates an understanding of the author’s ideas by paraphrasing 	<ul style="list-style-type: none"> ▪ Student completely understands the reading process and consistently uses it ▪ Student consistently demonstrates appropriate strategies for understanding main idea, inferences, and vocabulary ▪ Students consistently organizes and thoroughly evaluates what is read ▪ Student notices insightful distinctions between major and minor details ▪ Student accurately and consistently paraphrases
<p>R2 Reads and understands a variety of college entry-level materials</p>	<ul style="list-style-type: none"> ▪ Student does not read academic and /or technical texts ▪ Student does not independently read and comprehend general information ▪ Student does not read literature 	<ul style="list-style-type: none"> ▪ Student reads academic and/or technical text begins to comprehension ▪ Student reads and understands general information w/assistance ▪ Student reads literature and shows little comprehension 	<ul style="list-style-type: none"> ▪ Student reads academic and/or technical text and begins to understand it ▪ Student independently reads and understands general information ▪ Student reads literature and begins to understand it 	<ul style="list-style-type: none"> ▪ Student reads and thoroughly understands entry-level text ▪ Student independently reads, understands, and uses general information ▪ Student reads and thoroughly understands literature
<p>R3 Student uses reading as a tool</p>	<ul style="list-style-type: none"> ▪ Student is unable to identify and locate resources ▪ Student cannot use reading as a tool for managing technological resources 	<ul style="list-style-type: none"> ▪ Student locates but is unable to evaluate resources ▪ With assistance students uses reading as a tool for managing increasingly complex technological resources 	<ul style="list-style-type: none"> ▪ Student searches out resources and analyses/evaluates use ▪ Student can use reading as a tool for managing increasingly complex technological resources 	<ul style="list-style-type: none"> ▪ Student searches out resources independently and uses them effectively ▪ Student consistently uses reading as a tool for managing increasingly complex technological resources