

EPHS Reading Rubric

Criteria	Exceeding Proficiency	Meeting Proficiency	In Progress	(Suggested Implementation & Tools)
Make conscious connections between prior knowledge and text/reading to construct meaning.	<ul style="list-style-type: none"> Makes evaluative connections between reading and personal experiences. 	<ul style="list-style-type: none"> Makes interpretive (limited) connections between reading and personal experiences. 	<ul style="list-style-type: none"> Unable to formulate connections. 	<ul style="list-style-type: none"> (personal narrative reflection, KWL/FQR, webbing/ mapping)
Verify and Clarify ideas by referring to text/reading.	<ul style="list-style-type: none"> Displays critical understanding through text references. 	<ul style="list-style-type: none"> Displays understanding through some text referencing. 	<ul style="list-style-type: none"> Displays minimal comprehension, serious misunderstanding, & failure to reference text. 	<ul style="list-style-type: none"> (reading response/ critical thinking questions/ essays, discussions)
Oral Reading: Demonstrate fluent reading of grade-appropriate texts. Including: clarity, audibility, word-recognition and pronunciation.	<ul style="list-style-type: none"> Reads fluently with 100% accuracy. Is clear and loud enough for all to hear. Recognizes and pronounces all words correctly. 	<ul style="list-style-type: none"> Reads fluently with 85% accuracy. For the most part is clear and loud enough for all to hear. Recognizes and pronounces most words correctly. 	<ul style="list-style-type: none"> Reads fluently with 75% accuracy. Is often unclear with a soft or muffled voice. Difficulty recognizing and pronouncing all words correctly. 	<ul style="list-style-type: none"> (oral reading, dramatic speaking roles, recitation, SRA, guided reading)
Recognize author/ writer's purpose. (Analysis/ Interpretation)	<ul style="list-style-type: none"> Student clearly recognizes purpose in text/ reading. 	<ul style="list-style-type: none"> Student somewhat recognizes purpose in text/ reading. 	<ul style="list-style-type: none"> Student cannot identify purpose in text/reading. 	<ul style="list-style-type: none"> (concept mapping, reading response/ critical thinking questions/essays, discussions, FQR/KWL)

R—10-16.1, 10-16.2, 10-13, 10-4.2, 10-7.1, 10-7.2, 10-15.2, 10-11.1, 10-11.2, 10-11.3, 10-5.4, 10-5.5, 10-8.3, 10-8.4