

Independent Reading Rubric

From *Hi-Impact Reading Strategies: How to Accelerate Fluency and Proficiency with Reading*
by Bryce Hedstrom

Ignoring a problem on a spaceship, hoping it goes away, and then panicking when it doesn't, will make a bad situation even worse. Ignoring, hoping and overreacting will make the problems in your classroom worse too. One way to prevent the common problem of fake reading is with this rubric. The **interpretive skills** are a core mode of language. Reading is one of those interpretive skills and it needs to be discussed, understood and measured in world language classes.



This rubric allows students the autonomy and responsibility of evaluating their own reading behavior. The teacher has the ultimate responsibility, of course, and can alter a student's grade up or down based on observations and professional judgement, but most students will be accurate and honest. 80% of student self-evaluations will be reasonable. 10% will be overly self-critical. 10% will be overly optimistic. The scores of those that are too hard on themselves can be magnanimously raised, and the scores of those that are unrealistically high can offer the opportunity for discussion and coaching. Copy the form below and use it with your students. If students are reading independently every day, give it to them 3 times every 2 weeks (*not* every time they read).

Name _____ Class/Period _____
Dates(s) _____ Score: ____/40

INTERPRETIVE SKILLS RUBRIC: READING

Notes:

| ENGAGEMENT WITH READING | | | | | |
|--|------------------------|--|--|---------------------------------------|--------------|
| | Exemplary 10 | Proficient 8 | Developing 5 | Insufficient 1 | Not Observed |
| 1. I Choose Material that Is Interesting & Comprehensible to Me in Some Way I can explain <i>why</i> the reading material I have chosen is interesting to me, and I can demonstrate that I understand it. | Consistently | Almost all of the time, with little-to-no prompting | Often, with minimal prompting | Rarely, only when helped and prompted | Not observed |
| 2. I Read for Meaning It is obvious that I am trying to get the message in the text, not just going through the motions. I can explain <i>what</i> I am reading. | Consistently | Almost all of the time, with little-to-no prompting | Often, with minimal prompting | Rarely, only when prompted | Not observed |
| 3. I Read Without Disrupting Myself or Others I do not make unnecessary noise, talk or move around the room. I do not break other students' concentration and interrupt their reading. | Consistently | Almost all of the time, with little-to-no prompting | Often, with minimal prompting | Rarely, only when prompted | Not observed |
| 4. I Read During the Entire Reading Time I keep on reading. I do not only read when reminded or redirected. | Consistently | Almost all of the time, with little-to-no reminding to whole class | Often, with minimal reminding to whole class | Rarely, with individual reminding | Not observed |
| <i>"Our knowledge of new words comes both incrementally (little by little) and incidentally (as a by-product of our main activity, comprehension)." —Jeff McQuillan, author of The Literacy Crisis</i> | | | | | |
| <i>"Teaching vocabulary lists is inefficient—the time is better spent reading alone."</i> —Stephen Krashen, PhD, Emeritus Professor of Education, University of Southern California | | | | | |

By Bryce Hedstrom. Based on a rubric by Grant Boulanger & Virginia Hildebrandt.