Name		Class/Period	Class/Period		Dates(s)		/40
		E SKILLS					lotes
	ENG	AGEMENT WITH	I READING				
	Exemplary	Proficient	Developing	Insufficient	Not		
	10	8	5	1	Observed		
1. I Choose Material that Is	Consistently	Almost all of the	Often, with minimal	Rarely, only when	Not observed		
Interesting & Comprehensible		time, with little-to- no prompting	prompting	helped and prompted			
to Me in Some Way I can explain why the reading material I have chosen is interesting to me, and I can demonstrate that I understand it.		no prompting		prompted			
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 what 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	Consistently	Almost all of the	Often, with minimal	Rarely, only when	Not observed		
Myself or Others I do not make unnecessary noise, talk or move around the room. I do not break other students' concentration.		time, with little-to- no prompting	prompting	prompted			
4. I Read During the Entire	Consistently	Almost all of the	Often, with minimal	Rarely, with individual reminding	Not observed		
Reading Time		time, with little-to- no reminding to	reminding to whole class	individual reminding			
"Our know	 vledae of new wor	whole class ds comes both increme	 entally (little by little)	and incidentally			
		ctivity, comprehension			Crisis		
	-	ts is inefficient—the ti	-	_			
—stepnen		eritus Professor of Educ rom. Based on a rubric by Gran					
Name		Class/Period		Dates(s)		Score: _	/40
INTE	RPRETIV	E SKILLS	RUBRIC:	READING		N	lotes
	ENG	AGEMENT WITH	PEADING				
	Exemplary	Proficient	Developing	Insufficient	Not		
	10	8	5	1	Observed		
1. I Choose Material that Is	Consistently	Almost all of the	Often, with minimal	Rarely, only when	Not observed		
Interesting & Comprehensible		time, with little-to-	prompting	helped and			
to Me in Some Way I can explain		no prompting		prompted			
why the reading material I have chosen is interesting to me, and I can demonstrate that I							
2. I Read for Meaning	Consistently	Almost all of the	Often, with minimal	Rarely, only when	Not observed		
It is obvious that I am trying to get the message in the text, not just going through the motions.		time, with little-to- no prompting	prompting	prompted			

Myself or Others I do not make no prompting unnecessary noise, talk or move around the room. I do not break other students' Consistently Almost all of the Often, with minimal Rarely, with Not observed 4. I Read During the Entire time, with little-toreminding to whole individual reminding no reminding to whole class

Often, with minimal

prompting

Rarely, only when

prompted

Not observed

"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

"Teaching vocabulary lists is inefficient—the time is better spent reading alone."

Almost all of the

time, with little-to-

Consistently

I can explain what I am reading.

Reading Time

concentration.

3. I Read Without Disrupting

—Stephen Krashen, PhD, Emeritus Professor of Education, University of Southern California