

Student Name: \_\_\_\_\_

## Making Meaning Rubric: Critical Thinking & Reading Strategies

Strategy	Not Meeting 1	Approaching 2	Meeting 3	Exceeding 4
<b>Monitoring Comprehension</b>	Little or no conscious awareness of reading process.	Struggles to understand the text at the word level. Use of fix-up strategies is limited to sounding it out and looking it up.	Uses full range of fix-up strategies when comprehension breaks down. Can articulate which strategies are most appropriate for a given text.	NA <i>*Note: If unable to employ fix up strategies, most likely the text level is too challenging.</i>
<b>Making Connections/ Accessing Background Knowledge</b>	Connections distract from understanding of the text.	Simple connections identified with little explanation or reflection on the text.	Connections are explained and related back to the text to deepen the reader's understanding. Uses background knowledge or experience, including information about author and text structure.	Connections are fully developed and expand the reader's own interpretation of the text. Connects to other texts and/or the world at large.
<b>Raising Questions</b>	Few questions developed. The questions raised are often about basic information and comprehension. <i>(These should be used to monitor comprehension.)</i>	Raises simple, close-ended questions that inconsistently enhance understanding. These are often factual or literal, but can include awareness of details.	Questions are open ended and provocative so as to promote understanding. These often require an inference to be made while questioning.	Consistently raises open ended, sophisticated questions that lead to further thinking and questioning. These go beyond the text and are often reflective or about society.
<b>Determining Importance/ Pursuing Purpose</b>	Little understanding of what is important and lacking identified purpose.	Begins to identify significance, but still struggles to apply material to purpose.	Identifies what is important with an understanding of one's own purpose for reading. Explains reasoning.	Clearly explains what is important based on a deepened understanding of purpose. Gleans larger concepts and identifies supporting details.
<b>Inferring &amp; Synthesizing</b>	Attempts to make predictions or draw conclusions without using the text.	Identifies evidence that could lead to further conclusions or predictions. Or, draws some conclusions with no evidence.	Draws reasonable conclusions and makes sound predictions from clearly identified evidence in the text.	Develops sophisticated predictions, interpretations and/or conclusions from subtleties in the text. Deepens understanding of the world at large.

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### Getting Yourself Unstuck: Using “Fix Up” techniques

Which of the following fix up strategies have you used successfully? Circle all used:

- Rereading
- Developing understanding from context
- Using a dictionary or other source for vocabulary
- Asking questions
- Skipping and skimming
- Identifying helpful text structures, such as headings, bolds, charts
- Other??

### Combining Strategies:

Strategy	Not Meeting	Approaching	Meeting	Exceeding
<b>Combining Strategies</b>	Still struggling to use individual strategies effectively to construct understanding.	Uses discreet strategies effectively when focused on a particular passage or task. Difficulty accessing multiple strategies and determining which to apply.	Employs the range of strategies and applies them appropriately and successfully to any given piece of a text to promote understanding.	Effortlessly moves through a text choosing the appropriate strategy or strategies in combination, and applies them to deepen understanding and analysis.

Overall Self-Score: \_\_\_\_\_ Overall Teacher Score: \_\_\_\_\_

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