

# ZPS Comprehension Strategies Rubric

Name \_\_\_\_\_

Circle One: Narrative or Informational

Date \_\_\_\_\_

Strategy	4	3	2	1
<b>Making Connections</b>	<ul style="list-style-type: none"> <li>*Expands interpretation of text using schema</li> <li>*May discuss schema related to author or text structure</li> <li>*May pose questions based on apparent discrepancies between text &amp; background knowledge</li> </ul>	<ul style="list-style-type: none"> <li>*Relates background knowledge or experience to text</li> </ul>	<ul style="list-style-type: none"> <li>*Can talk about what text reminds him/her of but cannot explain</li> <li>*Reference to schema may not be clearly connected to text</li> </ul>	<ul style="list-style-type: none"> <li>*No response or schematic connection</li> </ul>
<b>Visualize</b>	<ul style="list-style-type: none"> <li>*Creates and describes multi-sensory and/or emotional images that extend and enrich the text</li> <li>*Describes ways in which images help him/her to understand more about the text than would have been possible without the images</li> </ul>	<ul style="list-style-type: none"> <li>*Describes own mental images, usually visual</li> <li>*Images are somewhat elaborated from the literal text or existing picture and help him/her to understand more than without creating the images</li> <li>*May include emotional images that enhance meaning</li> </ul>	<ul style="list-style-type: none"> <li>*Describes some visual or other sensory and /or emotional images</li> <li>*May be tied directly to text or a description of the picture in the text</li> </ul>	<ul style="list-style-type: none"> <li>*No response or unsure what he/she is supposed to describe</li> </ul>
<b>Inferring</b>	<ul style="list-style-type: none"> <li>*Draws conclusions and/or makes prediction and can explain the source of the conclusion or prediction in text</li> </ul>	<ul style="list-style-type: none"> <li>*Draws conclusions and/or makes predictions that are consistent with text or schema</li> </ul>	<ul style="list-style-type: none"> <li>*Attempts a prediction or conclusion that is inaccurate or unsubstantiated with text information</li> </ul>	<ul style="list-style-type: none"> <li>*No response or inference</li> </ul>
<b>Questioning</b>	<ul style="list-style-type: none"> <li>*Poses questions to enhance meaning of text (critical response, big idea)</li> <li>*May explain how posing questions deepens comprehension</li> </ul>	<ul style="list-style-type: none"> <li>*Poses questions to clarify meaning</li> </ul>	<ul style="list-style-type: none"> <li>*Poses literal question(s) that relate to the text</li> </ul>	<ul style="list-style-type: none"> <li>*No questions and/or poses irrelevant questions</li> </ul>
<b>Determining Importance</b>	<ul style="list-style-type: none"> <li>*Identifies at least one key concept, idea, or theme as important in overall text meaning and clearly explains why</li> </ul>	<ul style="list-style-type: none"> <li>*Identifies words, characters, and/or events as more important to overall meaning and makes some attempt to explain reasoning in expository text</li> <li>*Uses text features such as bold print and captions to identify importance</li> <li>*Explains why the concepts are important</li> </ul>	<ul style="list-style-type: none"> <li>*Identifies some elements as more important to text meaning</li> <li>*Isn't sure why these elements are important to overall meaning</li> </ul>	<ul style="list-style-type: none"> <li>*No response, random guessing, inaccurate attempt to identify important elements</li> </ul>
<b>Synthesizing</b>	<ul style="list-style-type: none"> <li>*Enhances meaning in text with synthesis</li> <li>*May incorporate own schema</li> <li>*Uses story elements or structures to enhance synthesis</li> <li>*May identify key themes</li> <li>*Describes how thinking evolved from the beginning to the end of the passage</li> </ul>	<ul style="list-style-type: none"> <li>*Synthesizes with some awareness of event sequence-beginning, middle, end, or the chronology of the text as it has been read so far</li> <li>*Understands that the sequence appears to aid comprehension</li> <li>*May talk about how he/she changed mind about overall story meaning during reading</li> </ul>	<ul style="list-style-type: none"> <li>*Identifies some text events - random or illogical</li> </ul>	<ul style="list-style-type: none"> <li>*Random or no response</li> <li>*May give title</li> </ul>
<b>Monitoring Comprehension</b>	<ul style="list-style-type: none"> <li>*Articulates and uses more than one strategy for solving problems</li> <li>*Focuses on problems at the whole-text level</li> </ul>	<ul style="list-style-type: none"> <li>*Identifies problems at word, sentence, or schema level</li> <li>*Can articulate and use a strategy to solve problems</li> <li>*Usually at the word or sentence level</li> </ul>	<ul style="list-style-type: none"> <li>*Identifies difficulties - problems are often at word level</li> <li>*Little or no sense of the need to solve the problem</li> <li>*Does not articulate strengths</li> <li>*Identifies need to concentrate, talks about word-level solutions (i.e. sound it out) for text-level comprehension problems</li> </ul>	<ul style="list-style-type: none"> <li>*Little or no conscious awareness or reading process</li> </ul>