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| Reading Rubric | | | | |
| **CR9.6a & CR9.6b** Read & demonstrate comprehension & interpretation of grade-level appropriate texts including traditional & comtemporary prose fiction, poetry, & plays from First Nations, Metis, & other cultures to develop an insightful interpretation & response. | | | | |
| **CR9.7a & CR9.7b** Read independently & demonstrate comprehension & of a variety of information texts including expository essays, historical accounts, news articles, & scientific writing. | | | | |
| **CR9.8a & CR9.8b** Read grade 9 appropriate texts to increase fluency & expression (150 +wcpm orally; 215 – 260 silently). | | | |  |
| **Criteria** | **Magnificent** | **Mastered** | **Mustered** | **Messed Up** |
| **Preliminary Work** | Student employs pre-reading strategies to make accurate predictions, and to successfully make independent reading selections which allow them to be fully engaged in the selection. | Student employs pre-reading strategies to make predictions, and to make independent reading selections. | Student needs help employing pre-reading strategies to make predictions, and to make reading selections independently. More thought needs to be given to text selection and the purpose for reading. | Student rarely employs pre-reading strategies to make predictions, and to make independent reading selections. Much more attention needs to be given to the purpose for reading and how to get started (strategies). |
| **Comprehension and Interpretation** | Student understands almost all reading materials, can confidently explain the explicit and implicit messages in a text, can explain how the ideas are organized and how the conventions and techniques achieve a particular effect and can provide an insightful interpretation and give strong evidence to support his/her response. | Student has an understanding of selections, can understand the overall message, key ideas, and their supporting details. Student exhibits an understanding of how the text is organized and recognizes the key conventions and techniques used to achieve an effect. Student provides a thoughtful interpretation with reasonable evidence to support his/her response. | Student understands most selections, and identifies most of the important ideas and details that support them, how the ideas are organized and the key conventions and techniques. Student offers an adequate interpretation and provides some evidence to support it. Some help was needed with enriching ideas and interpretations. | Student understands some selections but may not be able to recall, or understand the message, conventions or techniques that are used. Student usually gives a simple or inadequate interpretation or gives little evidence to support interpretation. Much more time must be spent with the text, using comprehension strategies to gain meaning. |
| **Oral Fluency and Expression** | Consistently reads well above 150 words per minute with powerful pauses, emphasis, expression and proper pronunciation allowing the listener to enjoy, and visualize the selection. | Consistently reads at around 150 words per minute with pauses, emphasis, expression and proper pronunciation allowing the reader to understand the selection. | Often reads somewhat under 150 words per minute. Student should attend to punctuation, pronunciation, use of pauses, emphasis & expression to enhance the listening experience. | Often reads well under 150 words per minute. Improved attention to punctuation, varried expression, and timing are needed to improve student's oral reading. |
| **Silent Reading Rates** | Consistently reads above 260 words per minute. | Consistently reads 215-260 words per minute silently. | Often reads somewhat under 215 words per minute. | Often reads well under 215 words per minute. |