

COMPREHENSION RUBRIC

(Mosaic of Thought, Keene & Zimmerman, 1997)

| | 4 | 3 | 2 | 1 |
|---------------------------------|---|--|---|---|
| Makes Connections | Explains how schema enriches text Uses schema to enhance interpretation of other texts Extends beyond life experiences and text | Expands interpretation of text Discusses schema related to author & text structure Poses questions on discrepancies between text and prior knowledge | Relates background knowledge/ experience to text | Talks about what text reminds him/her of but can't explain References to schema may not be clearly connected to text |
| Determines Importance | Identifies multiple ideas &/or themes Recognizes point of view Recognizes author's purpose & its relation to key points | Identifies at least 1 key concept or theme as important Clearly explains why | Identifies words, characters, or events as important Attempts to explain reasoning | Identifies some elements as important |
| Draws Inferences | Develops predictions, interpretations, &/or conclusions Connects text to reader's beliefs and knowledge | Draws conclusions and makes predictions Explains source of conclusions and predictions | Draws conclusions and makes predictions consistent with text | Attempts predictions or conclusions Inaccurate or unsubstantiated with text information |
| Asks Questions | Uses questions to challenge the validity of print, author's stance, motive, or point of view | Poses questions to enhance meaning of text | Poses questions to clarify meaning | Poses literal questions |
| Synthesizes | Succinct synthesis using internalized story/genre structure Identifies key themes | Incorporates own schema Enhances with story elements May identify key themes | Awareness of event sequence: beginning, middle, end | Identifies some text events Random or nonsensical order |
| Uses Sensory Images - Visualize | Elaborates multi-sensory images Articulates how process enhances comprehension | Creates and describes multisensory images that extend & enrich text | Describes mental images somewhat elaborated from literal text or existing pictures | Describes sensory image tied directly to text or a description of a picture |
| Monitors Comprehension | Identifies problems Uses a variety of strategies flexibly | Identifies problems at schema level Uses more than one strategy | Identifies problems at word, sentence, schema level Uses one strategy | Identifies problems at word level Doesn't solve them |