

**ACTIVE READING RUBRIC**

	Exemplary ✓+	Proficient ✓	Developing ✓-
<b>Vocabulary Annotations</b>	Regularly identifies essential key terms and/or unfamiliar vocabulary and defines/clarifies them; Definitions are original paraphrases; Words identified suggest sophisticated understanding of the text.	Sometimes identifies essential key terms and/or unfamiliar vocabulary and defines/clarifies them; Definitions are taken directly from the dictionary; Words identified suggest a clear or mostly clear understanding of the text.	Identifies important and/or unfamiliar terms, but does not define/clarify them; Words identified suggest an unclear or confused understanding of the text; There may no words identified or clarified at all.
<b>Main Idea Annotations</b>	Consistently identifies key main idea(s) that the author wants to get across; Clearly and succinctly summarizes these chunks of text with original language to aid comprehension (as needed); Identifications and summaries of main ideas demonstrate a clear understanding of the text.	Identifies some of the main idea(s) that the author wants to get across; Summarizes chunks of text with mostly original language to aid comprehension (as needed); Demonstrates a limited understanding of the text.	Identifies the main idea(s) that the author wants to get across, but may not summarize these chunks of text to aid comprehension; Summaries may be unclear, confused, or not in the reader's own words; Demonstrates a confused understanding (or no understanding) of the text.
<b>Response and Analysis Annotations</b>  <i>These annotations may include:</i> <ul style="list-style-type: none"> <li>➤ Connections</li> <li>➤ Clarifying and analytical questions</li> <li>➤ Evaluation</li> <li>➤ Examples and arguments to support or refute the author's point</li> <li>➤ Inferences and predictions</li> </ul>	In addition to demonstrating proficiency, response and analysis annotations are thought-provoking and sophisticated; As needed, a variety of different kinds of response and analysis annotations are used.	Response and analysis annotations are relevant, original, and establish clear and direct connections between the reader's outside/prior knowledge and ideas presented in the text; Reader relies too heavily on certain response and analysis annotations.	Response and analysis annotations may be irrelevant, unoriginal, vague or superficial; Reader does not draw on outside ideas or prior knowledge to interact directly with ideas presented in the text; Reader relies too heavily on only one or two types of response and analysis annotations.
<b>Overall Quality of Active Reading</b>	As needed, all 3 types of annotations are consistently utilized to aid comprehension; annotations are neat, legible, and color-coordinated for clarity.	As needed, at least 2 types of annotations are utilized to aid comprehension; annotations are mostly neat, legible, and color-coordinated for clarity.	Only 1 type of annotation is utilized to aid comprehension; annotations are illegible or unclear and/or not color-coordinated; Evidence of active reading is not apparent.

✓+ = 100%

✓ = 80%

✓- = 60%

For Example: ✓+ = 20/20 pts.

✓ = 16/20 pts.

✓- = 12/20 pts.