

READING RUBRIC					
Bloom	Marzano	Incomplete	Developing	Competent	Exceptional
Remembering & Understanding	Definitions, Terms, Discipline-Specific Vocabulary and Facts associated with subject material used correctly	Student recalls and uses no specific terms, vocabulary, facts, and definitions. Appears Student did not read assignment or did not understand the majority of the material.	Student recalls and uses a few specific terms, vocabulary, facts, and definitions without having a reading in front of him/her. Appears Student did not thoroughly read assignment or did not understand much of the material.	Student recalls and uses several specific terms, vocabulary, facts, and definitions without having the reading in front of him/her. Appears Student has thoroughly read assignment but did not completely retain the information.	Student recalls all specific terms, vocabulary, facts, and definitions without having the reading in front of him/her. Appears Student has thoroughly read assignment and completely retained the information.
Applying	Knowledge Application: Applies Definitions, Terms, Discipline-Specific Facts and Vocabulary in some sort of <i>Procedure or Concrete Application</i>	Student cannot reproduce the main points of the reading including specific terms, vocabulary, and definitions. Cannot reference the reading without examining it. Poor integration of reading-specific vocabulary, terms, and definitions into discussion.	Student reproduces a minimum number of the main points of the reading, including specific terms, vocabulary, and definitions without having the reading in front of him/her. Minimum integration of reading-specific vocabulary, terms, and definitions into discussion.	Student reproduces most of the main points of the reading, including a competent level of integrating specific terms, vocabulary, and definitions into discussion without having the reading in front of him/her.	Student discussed all terms, vocabulary, facts, and definitions in the context of all of the main points of the reading. Fluid integration of specific terms, vocabulary, and definitions into the discussion of the main point of the reading.
Analyzing & Evaluating	Critical Thinking: Utilizes Discipline-Specific, Definitions, Terms, Facts. Applies them critically through organizational patterns: 1. Comparing & Contrasting 2. Classifying 3. Induction, 4. Deduction 5. Error Analysis 6. Constructing Support 7. Abstracting 8. Analyzing Multiple Perspectives	Student cannot determine, even at a basic level, at least one of the critical thinking-related organizing principles of the reading, including purpose or audience. He or she misses the majority of key components of the text. Student cannot recognize even at a superficial level the type(s) of critical thinking employed by the writer and asked of the reader by the assignment.	Student determines at a basic level at least one of the critical thinking-related organizing principles of the reading, including purpose and audience, but he or she misses several key components of the text. Student recognizes only a superficial level and/or type of critical thinking employed by the writer and asked of the reader by the assignment.	Student determines with accuracy more than one of the critical thinking-related organizing principles of the reading, including purpose and audience, but he or she misses one or more key components of the text. Student sees multiple levels and/or types of critical thinking employed by the writer and asked of the reader by the assignment.	Student determines with accuracy the critical thinking-related organizing principles of the reading, including purpose and audience. Student sees multiple levels and/or types of critical thinking employed by the writer and asked of the reader by the reading assignment.
Creating	Advanced Application of Knowledge: Combines knowledge, process, and critical thinking to reach complex intellectual goal(s) using one of the following: 1. Advanced Decision Making 2. Investigation 3. Experimental Inquiry 4. Problem Solving 5. Invention	Student fails to show the basic understanding of the material enough to make advanced intellectual use of it. Cannot articulate independent observations about the material appropriate to the advanced thinking required in making a sophisticated decision regarding materials, connect to an investigation, make an experimental inquiry, problem solve at an advanced level, or invent. Superficial understanding of material at the most basic level. Cannot move into sophisticated thinking even with instructor help.	While student can approximate independent insight or interpretation of the reading, he or she is unable to accurately formulate his or her independent position. Falls short of skills needed to articulate and approach the next step in making an advanced decision regarding materials, connect to an investigation, conduct an experiment, problem solve at an advanced level, or invent. Requires repeated instructor help and guidance to move into sophisticated thinking.	While student can articulate the beginnings of independent insight or interpretation of the reading, he or she cannot fully support his or her original position. Falls short of skills needed to take the next step in making an advanced decision regarding materials, connect to an investigation, conduct an experiment, problem solve at an advanced level, or invent. Requires basic assistance from instructor to move into sophisticated thinking.	Student can summarize, synthesize, extrapolate, connect to larger issues, draw conclusions from the reading beyond what is explicitly stated, moves into independent thinking. Student uses reading to anticipate an extended argument or original point of view. Student has original insights based on points in the reading. Illustrates the advanced thinking skills needed to take the next step in making a sophisticated decision regarding the reading, connect to an investigation, conduct an experiment, problem solve at an advanced level, or invent.

