

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Reading Process: \_\_\_\_\_ Comprehension: \_\_\_\_\_ Holistic Rating 0 0.5 1 1.5 2.0 2.5 3.0 3.5  
 (circle one – *not* an average of reading process & comprehension scores)

### Curriculum-Embedded Reading Assessment (CERA) Rubric

	1 - Noticing Reading	2 - Focusing on Reading	3 - Taking Control of Reading
<b>ANNOTATIONS ON THE TEXT &amp; RESPONSES TO READING PROCESS QUESTIONS</b>			
<p><u>Goals:</u></p> <ul style="list-style-type: none"> <li>• Student uses strategies to focus on reading and take control.</li> <li>• Student writes about reading process to monitor comprehension and get back on track.</li> <li>• Student mobilizes, builds, and revises schema using text and content clues.</li> </ul> <p><i>Scorer Comments</i></p>	<p>Few or no marks to give evidence of strategic or thoughtful reader interaction with the text; for example:</p> <ul style="list-style-type: none"> <li>• Sparse underlining with no written comments.</li> <li>• Whole paragraphs highlighted with no indication of important ideas or questions.</li> <li>• Marks limited to a single type of interaction, such as underlining unfamiliar words.</li> </ul> <p>No indication that student is reading beyond word level to attend to sentence and context clues.</p> <p>Process responses offer little evidence of strategic reading; for example, the response is vague, no problems or confusions are identified, strategies are vague – “I just read it.”</p> <p>Responses suggest student is unaware of reading difficulty.</p> <p>Teacher gains little insight into student’s reading process, what is confusing, or how to support the student.</p>	<p>Marking indicates some reader interaction with the text; for example</p> <ul style="list-style-type: none"> <li>• Some limited strategic marks focused on one or more strategies, such as making connections, asking questions.</li> <li>• Comments in margins are generalized responses, such as “boring,” “cool,” or “me too.”</li> <li>• Comments and marks identify specific problems, such as “What?” connected to a highlighted section.</li> </ul> <p>Some indication that student is reading beyond word level and attending to sentence and context clues.</p> <p>Process responses indicate some evidence of what is seen in the marking and annotating; for example, student thought about what a key term meant.</p> <p>Responses indicate an awareness of roadblocks and processes. Student identifies at least one comprehension problem either solved or unsolved.</p> <p>Teacher gathers important information about problems student encountered and next steps for supporting the student.</p>	<p>Marking indicates substantial reader-text interactions focused on problem solving &amp; building understanding; for example:</p> <ul style="list-style-type: none"> <li>• A variety of marks for varying purposes, such as highlights, circles, underlines.</li> <li>• Strategic marking of main ideas, text signals.</li> <li>• Purposeful comments that clarify, ask and answer questions, make connections, summarize.</li> </ul> <p>Student reads beyond word level, attending to range of sentence and context clues.</p> <p>Process responses use literacy vocabulary to specifically describe reading processes.</p> <p>Responses demonstrate student is aware of confusions and able to apply strategies to get back on track.</p> <p>Teacher is able to develop rich ideas for instruction and how to support student’s reading comprehension.</p>
<p>Score (circle one)</p> <p>0    1    2    3</p>			

	1 - Noticing Comprehension	2 - Focusing on Comprehension	3 - Taking Control of Comprehension
<b>RESPONSES TO COMPREHENSION QUESTIONS &amp; SUMMARY</b>			
<p><u>Goals:</u></p> <ul style="list-style-type: none"> <li>• Student uses writing to clearly communicate comprehension of text.</li> <li>• Student writes about connections to themes or ideas within or beyond text.</li> <li>• Student demonstrates strategic thinking in written response to comprehension questions.</li> </ul>	<p>Summary misses the main idea or indicates confusions, yet student indicates text was “easy” and he or she understood it “well.” The summary does not clearly demonstrate comprehension.</p> <p>Summary reflects limited schema about the author’s ideas or theme; for example, “this was about reading and how he hated it.”</p>	<p>Summary indicates identification of the main ideas. Some of these main ideas may be marked in the text.</p> <p>Summary reflects general understanding and unelaborated referencing of the author’s ideas; for example, “This is about how going to jail made him want to learn how to read.”</p>	<p>Summary indicates understanding of main ideas and may connect to larger themes. These main ideas may also be marked in the text.</p> <p>Summary reflects strong understanding and references the author’s ideas and themes; for example, “Learning to read may have been the most important turning point in his life.”</p>
<i>Scorer Comments</i>	<p>Comprehension question responses site weak or irrelevant evidence in text, and it may or may not have been evaluated or used for justification. Unclear explanations or connection of ideas.</p> <p>Comprehension question responses show unclear understanding of ideas in the text.</p>	<p>Comprehension question responses sites evidence in text, but it has not been evaluated or used for justification for response. Vague explanations or connection of ideas.</p> <p>Comprehension question responses show limited understanding of ideas and the connections beyond the text.</p>	<p>Comprehension question responses indicate evaluation of evidence in text and justification for response. Written responses explain, generalize, or connect ideas.</p> <p>Comprehension question responses go beyond the text while still showing understanding of the ideas in the text.</p>
Score (circle one)	<p>Student is limited in supporting their thinking, which may include:</p> <ul style="list-style-type: none"> <li>• Identifying supporting ideas, but not the main idea</li> <li>• Identifying new or prior knowledge, but without application to the text</li> </ul>	<p>Student is able to support their thinking, which may include:</p> <ul style="list-style-type: none"> <li>• Identifying the main idea</li> <li>• Making inferences about a particular quote.</li> <li>• Applying new knowledge from the text</li> </ul>	<p>Student is able to support their thinking, which may include:</p> <ul style="list-style-type: none"> <li>• Identifying abstract themes</li> <li>• Making inferences across an entire passage</li> <li>• Applying prior knowledge</li> <li>• Making connections between texts</li> </ul>
0    1    2    3			