



Rubric for Outcomes: READ 100 Analytic/Critical Reading

OUTCOMES	Criteria for D	Criteria for C	Criteria for B	Criteria for A
STUDENT WILL BE ABLE TO/HAVE:				
1. Explain own schemata for approaching multi-discipline texts	Define your approach for fewer than three different disciplines.	Define your approaches for reading texts from three different disciplines.	Explain and compare your approaches for reading texts from three different disciplines.	Explain and compare your approaches for reading texts from three different disciplines and propose an approach for another discipline.
2. Use structural organization to explain multi-discipline texts	Fewer than three different forms and/or not an accurate reflection of the structure of a given expository text.	Select a mapping form that accurately reflects and defines the structure of texts from three different disciplines.	Select and explain a mapping form that accurately reflects and defines the structure of texts from three different disciplines.	Compare two different mapping forms that accurately reflect and define the structure of texts from three different disciplines.
3. Use vocabulary strategies appropriate to multi-discipline texts	Fewer than three different strategies and/or little or no explanation of the strategies.	Use and explain at least three different strategies for at least 10 words of vocabulary taken from a given self-chosen text.	Use at least three different strategies for at least 10 words and explain the appropriateness of each strategy for vocabulary of the text selected.	Use at least three different strategies for at least 10 words and explain, define and support the strategy(-ies) for your vocabulary development in a variety of texts.
4. Recognize connection among ideas in an multi-discipline texts	The discipline perspective is only addressed in a single text.	Create an overall discipline perspective that shows how similar ideas from at least two different disciplines are covered in their texts.	Create and explain an overall discipline perspective that shows how similar ideas from at least two different disciplines are covered in their texts.	Create and explain an overall discipline perspective that shows how similar ideas from at least two different disciplines are covered in their texts and courses.
5. Question multi-discipline texts at a variety of comprehension levels	Identify, utilize and demonstrate the comprehension levels of questions found in fewer than 3 different text types.	Identify, utilize and demonstrate the comprehension levels of questions found in at least 3 different text types.	Identify, utilize and define the comprehension levels of questions found in at least 3 different text types.	Identify, utilize and analyze the comprehension levels of questions found in more than 3 different text types including course.
6. Awareness of own needs for reading multi-discipline texts	Not defined and/or unable to discuss.	Define your understanding of the demands that texts from at least two disciplines make on you.	Explain your approach to meet the demands that texts from at least two disciplines make on you.	Compare your approaches to texts from at least two disciplines and explain why they are different/same.
7. Awareness of external requirements for reading multi-discipline texts	Not defined and/or unable to explain.	Define the reading expectations of at least three different kinds of text and explain the similarities and differences.	Explain the reading expectations of at least three different kinds of text and how they impact your reading approach.	Explain the reading expectations of at least three different kinds of text and how your adjust your reading approaches for each text.