

Rubric for Outcomes: READ 90 Expository Text/Textbooks

OUTCOMES	Criteria for	Criteria for	Criteria for	Criteria for
STUDENT WILL BE ABLE TO:	D	C	B	A
1. Explain own schema for approaching expository text	Recognize fewer than three different approaches for reading a given expository text.	Identify and define three different approaches for reading a given expository text.	Use three different approaches for reading an expository text.	Use and explain three different approaches for reading an expository text.
2. Use structural organization to explain expository text	Fewer than three different forms and/or not an accurate reflection of the structural features of a given expository text.	Use at least three different forms of mapping to accurately reflect the structural features of a given expository text.	Explain how at least three different forms of mapping reflect the structural features of various expository texts.	Demonstrate and compare the structural features of various expository texts using at least three different forms of mapping.
3. Use vocabulary strategies appropriate to expository text	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 expository text.	Use at least three different strategies for at least 10 words and explain the appropriateness of each strategy for expository text vocabulary.	Use at least three different strategies for at least 10 words and explain and compare the appropriateness of each strategy for expository text vocabulary.
4. Recognize connection among ideas in an expository text	Fewer than three different strategies and/or unable to show connections.	Identify and define three different strategies that show how ideas are connected in a given expository text.	Use and explain three different strategies that show how ideas are connected in a given expository text.	Compare and contrast the use of three different strategies that show how ideas are connected in a given expository text.
5. Question expository text at a variety of comprehension levels	Fewer than 10 questions identified and/or levels of comprehension not defined.	Identify and define the comprehension level of at least 10 questions that cover a minimum of four different levels of comprehension.	Create at least 10 questions that show a minimum of four different levels of comprehension and explain the level of each question.	Create from a variety of texts at least 10 questions that show a minimum of four different levels of comprehension and explain the level of each question.
6. Demonstrate awareness of demands for reading expository text	Fewer than three demands and/or no explanation.	Select and define at least three different demands for reading and explain why they are necessary to understand expository text.	Explain how you adjust your approach to understanding of at least two kinds of expository text based on at least three different demands for reading.	Explain how you adjust your approach to understanding multiple expository texts using at least three different demands for reading and evaluate the effectiveness.