

Independent Reading Grading Rubric

Exceeding = 19-20 points
 Meeting = 15-18 points
 Approaching = 12-14 points
 Limited Progress = 5-11 points

Student Name _____ Book Title _____ Date _____

	<u>Grade Level Text</u> RDGL	<u>Fluency</u> RDSC	<u>Strategies</u> RDUT	<u>Literary Elements/Summary</u> RDTH	<u>Text Evidence</u> RDRL
E (4 points)	Student book choice is above grade level expectation.	Student reads expressively in larger meaningful phrases, while paying attention to punctuation.	Student effectively uses three or more strategies to enhance comprehension in conference notebook.	Student is able to concisely retell their story with a clear beginning, middle and end incorporating all literary elements.	Student cites specific text evidence to support thinking.
M (3 points)	Student book choice is at grade level expectation.	Student reads with a mixture of word-by-word and fluent reading with some evidence of attention to punctuation.	Student relies mainly on two reading strategies to support comprehension in conference notebook.	Student is able to retell their story with a beginning, middle and end including most literary elements.	Student cites text evidence to support thinking.
A (2 points)	Student book choice is slightly below grade level expectation.	Student reads mostly word-by-word with inconsistent attention to punctuation.	Student relies on one type of strategy in their conference notebook.	Student retells with little detail to plot and other literary elements.	Text evidence is limited.
LP (1 point)	Student book choice is significantly below grade level expectation.	Student reads word-by-word with little awareness of punctuation.	Student does not record any strategies in their conference notebook.	Student is unable to summarize the events of their story.	Text evidence is not used.

(RDLS & RDIR)

Goal for next meeting:

Meets Goals for Independent Reading =