

Cognitive Strategy Use Rubric

Name: \_\_\_\_\_ Teacher: \_\_\_\_\_

Date: \_\_\_\_\_ Text: \_\_\_\_\_

	<b>Criteria</b>				<b>Points</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Informational Text</b>
<b>Relating New to Known</b> Link text information to what you already know	Little or no background knowledge	Limited evidence of using background knowledge	Evidence of using some background knowledge/experience	Strong evidence of using background knowledge/experience to enhance comprehension	
<b>Questioning</b> Ask questions before, during, and after reading	Little or no evidence of questioning to aid comprehension	Limited evidence of literal questioning to aid comprehension	Clear evidence of using some questioning to aid comprehension and clarify meaning	Strong evidence of using higher level questioning to enhance and deepen comprehension	
<b>Creating Mental Images</b> Create sensory images during and after reading	Little or no evidence of using mental images to aid comprehension	Limited evidence of using mental images – most are superficial and tied closely to the text	Creates and describes multisensory images that extend and enrich the text	Creates sensory images; elaborates to enhance comprehension; articulates how images enrich understanding	
<b>Determining Importance</b> Pay attention to the most important information	Random guessing and inaccurate attempts to determine what is important	Limited evidence of determining important words, events, facts, or ideas and in explaining importance within the text	Evidence of determining key concepts, words, ideas, themes and explaining importance in overall text meaning	Strong evidence of identifying multiple ideas or themes and their relationship to the overall text meaning	
<b>Synthesizing</b> Keep track of how the text fits together	Very random / limited responses	Identifies only some text events or information, but in random order	Enhances meaning in text with synthesis; may incorporate own background knowledge and use text knowledge to enhance synthesis	Succinctly synthesizes using story structure, key themes and ideas, important details to deepen comprehension	
<b>Inferring</b> Create meaning by using both text and personal knowledge	Few or no inferences	Attempts to predict or conclude, but is often inaccurate or unsubstantiated in the text	Draws conclusions and/or makes predictions and can explain source/s of the conclusion or prediction	Develops predictions, interpretations, and/or conclusions and makes connections between the text and their own background knowledge	
<b>Monitoring for Meaning</b> Check your understanding during reading	Little or no awareness of the reading process	Identifies some difficulties; problems are mostly monitored at the word or sentence level	Identifies/fixes most problems at the word, sentence, and text level; uses a variety of strategies	Identifies/fixes problems at all levels; uses a variety of strategies flexibly and appropriately	
<b>Teacher Comments:</b>				<b>Total</b> →	<b>/28</b>

**Total** \_\_\_\_\_ **X 3.5 =** \_\_\_\_\_ **(grade)**