WRAPCIS Rubric

CATEGORY	4	3	2	1
Wander	• Monitors strategies used to determine where to wander in the text. • Notices comprehension breakdown quickly and has a variety of tools to improve comprehension.	• Notices comprehension breakdown quickly and has a few tools to improve comprehension.	• Notices problems at the sentence and/or word level. • Has some awareness of comprehension breakdown.	• Has little or no awareness of comprehension breakdown.
React	• Uses a wide range of reactions to respond to diverse genres and multimodal texts. • Reactions show the reader's ability to critically read texts.	• Uses a range of reactions to respond to texts. • Reactions contribute to the overall comprehension.	• Reactions remain at a surface or superficial level. • Typically, one type of reaction is employed.	• Does not react or reactions are disconnected from the text, not enhancing comprehension.
Ask	• Asks confused, curious, and critical questions. • Questions generated show the reader's ability to critically read texts.	• Asks confused, curious, and critical questions. • Is aware of where to wander in the text based on the type of question generated.	• Typically asks literal questions or confused questions. • Is not always able to recognize where to wander after generating a question.	• If questions are generated, they remain at a literal level or are irrelevant to the text being read.
Predict	• The student uses the appropriate text clues to anticipate what is going to happen in the text. • The predictions generated indicate the reader's ability to notice implicit messages provided by the author.	• The student uses a few text clues to anticipate what is going to happen in the text. • The predictions generated add to the overall comprehension of the text.	• Predictions are on topic, but they remain at a surface level.	• Predictions are off topic and show the reader's inability to notice and note text clues provided by the author.
Connect	• Connects at local and global levels. • Is able to expand on his/her connections and the similarities and differences across texts or experiences.	• Connections expand beyond a personal or local level. • Connections show the reader's ability to find similarities and differences across and within texts.	• Connections remain at a personal or local level. • Connections do not add to the overall comprehension of the text.	• Connections distract the reader from the text. • Connections are not connected to the text.
Infer	• Inferences are supported with appropriate text clues. • Conclusions drawn show the reader's ability to uncover hidden messages provided by the author. • Conclusions drawn show the reader's ability to critically read texts.	• Inferences are supported with text clues. • Conclusions drawn reflect the reader's ability to read beyond the literal text.	• Inferences employed are based on small ideas or key words in the text. • The reader rarely uses text clues to generate inferences.	• Does not draw conclusions on his/her own. • Attempts to draw conclusions, but they are presented as a restatement of the text.
Summarize	• The reader has a clear understanding of the genre and the summary reflects this. • The summary indicates the reader's ability to pull out only the main ideas or events.	• The reader is able to determine the genre to assist in summarizing the text. • The summary indicates the reader's ability to determine important information.	• The reader is unable to consider the genre when summarizing. • The reader can point to the main points but may still include small details.	• The reader restates the text verbatim.