





## Rubric for the Reciprocal Teaching Strategies

Strategy	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
 <p><b>Predict</b></p>	<ul style="list-style-type: none"> <li>• Uses text features and clues to make logical predictions.</li> <li>• Uses background knowledge to make predictions.</li> <li>• Consistently uses the language of predicting.</li> <li>• Gives solid reasons for predictions.</li> <li>• Discusses predictions with detail after reading to change or confirm.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides predictions that make sense.</li> <li>• Makes predictions based on text clues, background information.</li> <li>• Confirms and changes predictions throughout reading, usually gives reasons for predictions.</li> <li>• Checks predictions after reading.</li> <li>• Uses the language of predicting most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes some simple, sensible predictions.</li> <li>• Sometimes uses text clues and background to make predictions.</li> <li>• Makes some predictions that are not sensible.</li> <li>• Sometimes gives reasons for predictions.</li> <li>• Begins to use the language of predicting such as, "I think...will happen, because...."</li> </ul>	<ul style="list-style-type: none"> <li>• Predictions don't always make sense.</li> <li>• Does not use text clues such as illustrations, headings, to make logical predictions.</li> <li>• Predictions are wild and not text based.</li> <li>• Experiences difficulty even when prompted in giving reasons for predictions.</li> </ul>
 <p><b>Question</b></p>	<ul style="list-style-type: none"> <li>• Consistently asks a mix of well-crafted questions including recall questions that go with the events and ideas of the text; inferential questions; and critical thinking questions that take the discussion beyond the text such as "Why [How] do you think...?" or "How does...compare to...?"</li> <li>• Asks questions about the theme and deeper meanings of the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Asks several levels of questions including a mix of literal recall questions about the main ideas of the text, literal recall about important details of the text, and inferential questions.</li> <li>• Wonders about the text and beyond.</li> <li>• Sometimes asks questions of the author.</li> <li>• Asks critical thinking questions, such as "Why do you think...?"</li> </ul>	<ul style="list-style-type: none"> <li>• Asks simple recall questions that go with the text and begin with <i>who</i>, <i>what</i>, <i>when</i>, <i>where</i>, <i>why</i>, <i>how</i>, and <i>what if</i>.</li> <li>• Asks simple "I wonder..." questions that relate to the text.</li> <li>• Sometimes asks inferential questions.</li> <li>• Sometimes asks main idea questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Experiences difficulty formulating even simple literal recall questions that begin with question words.</li> <li>• Asks questions about details in the text rather than important ideas.</li> <li>• Asks questions that do not correspond with the text.</li> </ul>
 <p><b>Clarify</b></p>	<ul style="list-style-type: none"> <li>• Identifies words and ideas that are unclear.</li> <li>• Consistently identifies and uses a rich variety of strategies for figuring out difficult words and ideas and portions of text (e.g., reread, read on, sound-out).</li> <li>• Identifies and clarifies high-level ideas such as idioms, metaphors, and symbolism.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies words to clarify.</li> <li>• Sometimes identifies ideas and portions of text to clarify.</li> <li>• Consistently uses more than one strategy for clarifying words and ideas (e.g., reread, read on, sound out).</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies words to clarify.</li> <li>• Identifies ideas and portions of text to clarify when prompted.</li> <li>• Uses the same one or two strategies to figure out words and ideas.</li> <li>• Sometimes does not realize that meaning has been lost.</li> <li>• Begins to use language of clarifying such as "I didn't get..., so I...."</li> </ul>	<ul style="list-style-type: none"> <li>• Does not stop to try to figure out words.</li> <li>• Identifies words to clarify when prompted.</li> <li>• Identifies ideas to clarify when prompted.</li> <li>• Uses only one strategy to figure out words or ideas and needs to be reminded of others.</li> <li>• Does not realize when he or she is stuck.</li> </ul>
 <p><b>Summarize</b></p>	<ul style="list-style-type: none"> <li>• Retells in own words using some of the new vocabulary.</li> <li>• Gives only most important events, points, and key details.</li> <li>• Summarizes, giving points in order.</li> <li>• Uses text structure to organize summary.</li> <li>• Uses rereading and text supports such as illustrations and headings to summarize.</li> </ul>	<ul style="list-style-type: none"> <li>• Leaves out unimportant details.</li> <li>• Usually retells in own words using a vocabulary word or two from the text.</li> <li>• Gives most of the points in correct order.</li> <li>• Usually draws from text structure to summarize.</li> <li>• Rereads and uses clues from the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Finds it difficult to separate main ideas from unimportant details.</li> <li>• Includes some of the events in order but may give some out of order.</li> <li>• Leaves out some of the important events and ideas.</li> <li>• Needs prompting to reread or use text clues.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not remember much of the reading.</li> <li>• Recalls random ideas or events from the text.</li> <li>• Includes unimportant details.</li> <li>• Needs heavy prompting to respond.</li> <li>• Does not reread or use text clues as tools for summarizing.</li> </ul>