

Figure 5.2

Independent reading rubric: A self-evaluation guide

What Kind of Reader Was I?

Name: _____

Period: _____

Reading Behaviors, Materials Selection, Engagement/Attitude, Accountability	4—Exceptional	3—Proficient	2—Progressing	1—Developing
	<ul style="list-style-type: none"> • I read the whole time. • I respected the readers around me. • I have "just right" material ready to read. • I rarely need help from my teacher. • I knew my reading was not making sense and I did something to fix it. • I frequently talked to myself in my head about the story. • I used word strategies whenever I couldn't pronounce (decode) the word. 	<ul style="list-style-type: none"> • I read most of the time. • I respected the readers around me. • I usually have "just right" material ready to read. • I sometimes knew my reading was not making sense and I did something to fix it. • I sometimes caught myself thinking as I was reading. • I sometimes used word strategies whenever I couldn't pronounce (decode) the word. 	<ul style="list-style-type: none"> • I just read part of the time. • I read too fast. • I was off-task about half the time. • I wasn't careful when I selected my books. • I wasn't paying attention to my thinking as I was reading. • I skipped over the tricky words and didn't try to figure them out. • I distracted the readers around me. • I got up a couple of times during independent reading time. 	<ul style="list-style-type: none"> • I was looking around the room or staring into space instead of reading. • I was pretending to read most of the time. • I did not pick "just right" books. • I didn't understand what I was reading. • I didn't think as I was reading. • I got up a lot for no reason. • I did not respect the readers around me. • I wasted my learning.

Better Learning Through Structured Teaching

Reading Behaviors, Materials Selection, Engagement/Attitude, Accountability	4—Exceptional	3—Proficient	2—Progressing	1—Developing
	<ul style="list-style-type: none"> • I slowed my reading down when I was reading a confusing part and reread it. • I stayed in my reading space the entire time. • I felt great about myself as a reader. • I set high reading goals for myself, and read as much as I can during independent reading. • I always complete my reading log correctly. • I volunteer to ask about and recommend reading materials to others. 	<ul style="list-style-type: none"> • I sometimes went back and reread when it didn't make sense. • I moved around during independent reading. • I frequently recommend reading materials to others. • I usually complete my reading log after independent reading. 	<ul style="list-style-type: none"> • I rarely recommend reading material to others. 	<ul style="list-style-type: none"> • I never recommend reading materials to others.

Independent Learner

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