

RUBRIC for Critical Reading

Student Name _____

Title of Reading _____

Date _____

Standards and Elements	1	2	3	4	Points
ACCURACY: Identifies main purpose and or concepts in reading	Highly inaccurate, with wrong purpose or concepts stated	Low accuracy, with either the purpose or the concepts stated inaccurately	Some accuracy with the purpose and concepts of the reading but subtle inaccuracies	Complete accuracy with correct purpose and concepts clearly stated	
CLARITY: Understands the facts, data or examples used to support	No use of facts, data or examples from the reading	Incorrect use of the facts, data, or examples from the reading	Some correct use of the facts, data, or examples from the reading	Frequent correct use of the facts, data, or examples from the reading	
PRECISION: Identifies and uses the content specific vocabulary from the reading or lecture	Includes no content specific vocabulary	Low precision, an attempt to use the content specific vocabulary, but uses incorrectly	Some precision, does incorporate content specific vocabulary, may paraphrase correctly	Complete precision with frequent use of content specific vocabulary, may often paraphrase correctly	
DEPTH: Demonstrates complexity of understanding	Superficial understanding of the connections among purpose, concepts, and or support in the reading	Limited understanding of the connections among purpose, concepts, and or support in the reading	Understands the connections among the purpose, concepts and or support in the reading	Complex understanding of the connections among the purpose, concepts and support in the reading	
RELEVANCE: Identifies or generates conclusion(s) and personal significance based on content	No relevance or conclusions stated	No relevance, with basic conclusions stated	Some relevance with basic conclusions, but does not personally connect to the concepts	Complete relevance to the passage, explains several conclusions, may include personal connections to these ideas	
LOGIC: Applies concepts and content to other broad contexts	No application of concepts	Low application of concepts, but does so incorrectly	Some application of concepts, but uses generic ideas without personally connecting	Complete application of concepts and content to other broad contexts by using pertinent examples and personally connecting to them	

TOTAL: