

Reading Assignments Rubric

Criteria/ Rating	No Evidence	In Progress	Greatest Impact
Instruction Expository texts are written using the following Text Structures: Listing or description; Sequence or timeline; Compare and contrast; Cause and effect; Problem and solution.	The teacher does not identify the text structure; instruction is based solely on content facts. The teacher has students read the text straight through without stopping for discussion about the text structure's importance to the topic.	The teacher identifies the text structure and uses it to strengthen comprehension before, during, and after instruction. Students are provided a purpose for reading the text.	The teacher identifies the text structure and uses it to strengthen comprehension before, during, and after instruction. The teacher chunks the reading material and makes connections to text as well as visuals such as graphs, charts and maps. Students are provided a purpose for reading the text.
Questioning The teacher uses text structure to strengthen questions for students before, during and after the lesson.	The teacher asks some questions of the whole group during the lesson, solely about content facts.	The teacher uses the text structure to strengthen questioning before, during, and after the lesson.	The teacher uses the text structure to strengthen questioning before, during, and after the lesson. The teacher uses collaborative pairs during questioning.
Graphic Organizers Graphic Organizers are visuals that allow students to chunk information, lift out key ideas, and act as a pre-writing activity.	A graphic organizer is not being used in the lesson.	A graphic organizer is being used and aligns to the text structure.	A graphic organizer is aligned to the text structure (IE. if the text structure is cause and effect, the teacher uses a cause and effect graphic organizer)) and is used throughout the lesson.
Assignments	Students complete some type of assignment that does not include reading.	A reading assignment is made that has students apply what has been taught. A graphic organizer that matches the text structure is used to complete the assignment.	A reading assignment is made that is grade level appropriate and differentiated to meet the needs of all students. A graphic organizer that matches the text structure is used to complete the assignment. Students write a summary or reflection of the reading assignment.