

Rio Salado College

Rio Salado College Reading Rubric

The student will demonstrate the ability to comprehend a variety of written materials by determining the central idea and providing textual evidence, drawing inferences or valid conclusions, analyzing for the author's purpose and bias, and applying the text to a given task or course content

4 = High level excellence in evidence of oral communication ability and performance at the college level*

3 = Demonstrable, competent, expected evidence of oral communication ability and performance at the college level

2 = Minimally acceptable, inconsistent evidence of comprehension of written materials and performance at the college level

1 = Poor, unacceptable evidence of comprehension of written materials, intervention required

*College level is established at 70% or above

Central Idea and Textual Evidence	<p>4. The student has clearly identified the central idea and provided substantial evidence from the text as support.</p> <p>3. The student has clearly identified the central idea and provided some evidence from the text as support.</p> <p>2. The student has clearly identified the topic but has not clearly identified the central idea and provided little evidence from the text as support.</p> <p>1. The student has not identified the topic or central idea and has not provided evidence from the text as support.</p>
Inferences and Valid Conclusions	<p>4. The student is able to use evidence from the text to draw inferences or valid conclusions with a high level of accuracy.</p> <p>3. The student is able to use evidence from the text to draw inferences or valid conclusions with some accuracy.</p> <p>2. The student is able to draw some inferences or conclusions based on evidence from the text, but may also use personal interpretation.</p> <p>1. The student draws invalid inferences or conclusions based on personal interpretations with no evidence from the text.</p>
Analysis	<p>4. The student is able to accurately identify the author's primary purpose and any bias in the text.</p> <p>3. The student is able to accurately identify the author's primary purpose but may not be able to identify bias in the text.</p> <p>2. The student is able to identify the author's primary purpose with assistance, but is not able to identify bias in the text.</p> <p>1. The student is unable to identify the author's purpose or bias in the text.</p>
Application	<p>4. The student applies many concepts from the text to respond to a given task or course content.</p> <p>3. The student applies some concepts from the text to respond to a given task or course content.</p> <p>2. The student applies few concepts from the text to respond to a given task or course content.</p> <p>1. The student is unable to apply the concepts from the text to respond to a given task or course content.</p>