Level 1 Interpretive Reading Rubric

Novice Mid

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|  | 4 | 3 | 2 | 1 |
| **How well do I complete the task?** | I complete each part of the task with practiced and memorized language. I demonstrate the ability to derive the main idea from familiar, predictable texts with visual supports. | I complete most of the task with practiced and memorized language. I can interpret the general premise of familiar and predictable texts when I have considerable visual support. | I complete some of the task with memorized language. I can sometimes determine the main idea of familiar and predictable texts, but my limited language can lead to misinterpretations. | I demonstrate minimal completion of the task. I do not demonstrate the ability to derive meaning from texts in the target language, regardless of visual and contextual support. |
| **How well do I understand vocabulary?** | I can correctly interpret some contextualized cognates and high-frequency words and phrases. | I can sometimes recognize cognates and high-frequency words and phrases when provided with sufficient context clues. | I can recognize few cognates and/or high-frequency words when they are strongly supported by context. | I show little or no evidence of understanding cognates or high-frequency words in context. I rely heavily on my first language, or my reading sample may be too limited for evaluation. |
| **What types of texts can I read?** | I can read short lists and isolated phrases represented in graphic form. | I can read single words and isolated phrases when presented graphically. | I can interpret graphically organized information that provides more visuals than text. | My reading comprehension is incomplete due to a lack of memorized language. |
| **What communicative strategies do I use to understand the text?** | I activate my background knowledge and make use of visual cues to help me understand the text. I can skim and scan a text for high-frequency words and various cognates that I recognize. | I rely heavily on visual supports and close cognates to help me understand the text. I can scan a text for words and/or symbols that facilitate my understanding. | I rely almost entirely on visual supports to help me understand the text. I scan for some cognates and a few high-frequency words. | I use only visual cues to understand a text, and my native language interferes with my interpretation. My language sample may be too limited for evaluation. |
| **What cultural knowledge and understanding do I demonstrate?** | Though I can gain minimal knowledge of the target culture through interactions with text, I interpret texts largely through the lens of my own culture. | I can interact with texts about the target culture, but I depend almost entirely on my own culture to interpret such texts. | I struggle to gain an understanding of the target culture through reading. I cannot see beyond my own culture when I read. | I present very limited information about my ability to gain cultural understanding through text. My own culture often interferes with my ability to interpret the target culture. |

Level 2 Interpretive Reading Rubric

Novice High

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|  | 4 | 3 | 2 | 1 |
| **How well do I complete the task?** | I successfully complete each part of the task. I can determine the main idea of familiar and predictable texts, and I am beginning to draw inferences by activating background knowledge. | I complete each part of the task with practiced and memorized language. I demonstrate the ability to derive the main idea from familiar, predictable texts with visual supports. | I complete most of the task with practiced and memorized language. I can interpret the general premise of familiar and predictable texts when I have considerable visual support. | I complete some of the task with memorized language. I can sometimes determine the main idea of familiar and predictable texts, but my limited language can lead to misinterpretations. |
| **How well do I understand vocabulary?** | I can understand a moderate number of cognates, high-frequency words, and phrases about familiar topics when presented in context. | I can correctly interpret some contextualized cognates and high-frequency words and phrases. | I can sometimes recognize cognates and high-frequency words and phrases when provided with sufficient context clues. | I can recognize few cognates and/or high-frequency words when they are strongly supported by context. |
| **What types of texts can I read?** | I can read graphically organized lists, signs, maps, and schedules. | I can read short lists and isolated phrases represented in graphic form. | I can read single words and isolated phrases when presented graphically. | I can interpret graphically organized information that provides more visuals than text. |
| **What communicative strategies do I use to understand the text?** | While I still depend heavily on visual cues, I can use context and my prior knowledge to predict the meaning of a text. I can recognize new words from known word families, and I am adept at scanning for cognates and high-frequency words and phrases. | I activate my background knowledge and make use of visual cues to help me understand the text. I can skim and scan a text for high-frequency words and various cognates that I recognize. | I rely heavily on visual supports and close cognates to help me understand the text. I can scan a text for words and/or symbols that facilitate my understanding. | I rely almost entirely on visual supports to help me understand the text. I scan for some cognates and a few high-frequency words. |
| **What cultural knowledge and understanding do I demonstrate?** | Though my own culture still guides my understanding of texts, I demonstrate an openness to learning about new cultures. | Though I can gain minimal knowledge of the target culture through interactions with text, I interpret texts largely through the lens of my own culture. | I can interact with texts about the target culture, but I depend almost entirely on my own culture to interpret such texts. | I struggle to gain an understanding of the target culture through reading. I cannot see beyond my own culture when I read. |

Level 3 Interpretive Reading Rubric

Intermediate Low

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|  | 4 | 3 | 2 | 1 |
| **How well do I complete the task?** | I meet or exceed the requirements of the task. I can derive the main idea and some supporting details of a variety of texts on familiar topics. I am developing my ability to activate background knowledge and draw inferences. | I successfully complete each part of the task. I can determine the main idea of familiar and predictable texts, and I am beginning to draw inferences by activating background knowledge. | I complete each part of the task with practiced and memorized language. I demonstrate the ability to derive the main idea from familiar, predictable texts with visual supports. | I complete most of the task with practiced and memorized language. I can interpret the general premise of familiar and predictable texts when I have considerable visual support. |
| **How well do I understand vocabulary?** | I can understand a variety of cognates, high-frequency words, and high-interest phrases. I am beginning to understand idiomatic expressions in context. | I can understand a moderate number of cognates, high-frequency words, and phrases about familiar topics when presented in context. | I can correctly interpret some contextualized cognates and high-frequency words and phrases. | I can sometimes recognize cognates and high-frequency words and phrases when provided with sufficient context clues. |
| **What types of texts can I read?** | I can read simple, sentence-level texts that communicate social and/or personal topics, such as short stories or descriptive texts.  I am beginning to read at the paragraph level, but I cannot sustain paragraph-level reading. | I can read graphically organized lists, signs, maps, and schedules. | I can read short lists and isolated phrases represented in graphic form. | I can read single words and isolated phrases when presented graphically. |
| **What communicative strategies do I use to understand the text?** | I am growing in my abilities to draw upon context clues, background knowledge, and language patterns to understand a text. I can skim and scan for needed information that facilitates the interpretation of a text. I no longer rely as heavily upon visual clues to understand a text. | While I still depend heavily on visual cues, I can use context and my prior knowledge to predict the meaning of a text. I can recognize new words from known word families, and I am adept at scanning for cognates and high-frequency words and phrases. | I activate my background knowledge and make use of visual cues to help me understand the text. I can skim and scan a text for high-frequency words and various cognates that I recognize. | I rely heavily on visual supports and close cognates to help me understand the text. I can scan a text for words and/or symbols that facilitate my understanding. |
| **What cultural knowledge and understanding do I demonstrate?** | I demonstrate an eagerness to learn about the target culture through my interactions with texts, though I still depend heavily on my own culture to understand such texts. | Though my own culture still guides my understanding of texts, I demonstrate an openness to learning about new cultures. | Though I can gain minimal knowledge of the target culture through interactions with text, I interpret texts largely through the lens of my own culture. | I can interact with texts about the target culture, but I depend almost entirely on my own culture to interpret such texts. |

Level 4 Interpretive Reading Rubric

Intermediate Mid

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|  | 4 | 3 | 2 | 1 |
| **How well do I complete the task?** | I meet or likely exceed the requirements of the task. I can comprehend the main idea and the supporting details of a variety of texts on familiar topics. I can draw upon important details from the text to make inferences. | I meet or exceed the requirements of the task. I can derive the main idea and some supporting details of a variety of texts on familiar topics. I am developing my ability to activate background knowledge and draw inferences. | I successfully complete each part of the task. I can determine the main idea of familiar and predictable texts, and I am beginning to draw inferences by activating background knowledge. | I complete each part of the task with practiced and memorized language. I demonstrate the ability to derive the main idea from familiar, predictable texts with visual supports. |
| **How well do I understand vocabulary?** | I can understand a wide variety of cognates, high-frequency words and phrases, and idiomatic expressions that relate to everyday, high-interest topics. | I can understand a variety of cognates, high-frequency words, and high-interest phrases. I am beginning to understand idiomatic expressions in context. | I can understand a moderate number of cognates, high-frequency words, and phrases about familiar topics when presented in context. | I can correctly interpret some contextualized cognates and high-frequency words and phrases. |
| **What types of texts can I read?** | I can read simple, sentence- and paragraph-level texts that communicate social and/or personal topics, such as short stories, descriptive texts, and other selections. | I can read simple, sentence-level texts that communicate social and/or personal topics, such as short stories or descriptive texts.  I am beginning to read at the paragraph level, but I cannot sustain paragraph-level reading. | I can read graphically organized lists, signs, maps, and schedules. | I can read short lists and isolated phrases represented in graphic form. |
| **What communicative strategies do I use to understand the text?** | I can utilize a combination of context clues, visual supports, background knowledge, and language patterns to understand a text. I can skim and scan for needed information that facilitates the interpretation of a text. | I am growing in my abilities to draw upon context clues, background knowledge, and language patterns to understand a text. I can skim and scan for needed information that facilitates the interpretation of a text. I no longer rely as heavily upon visual clues to understand a text. | While I still depend heavily on visual cues, I can use context and my prior knowledge to predict the meaning of a text. I can recognize new words from known word families, and I am adept at scanning for cognates and high-frequency words and phrases. | I activate my background knowledge and make use of visual cues to help me understand the text. I can skim and scan a text for high-frequency words and various cognates that I recognize. |
| **What cultural knowledge and understanding do I demonstrate?** | I demonstrate an increasing knowledge of, and a growing eagerness to learn more about, the target culture through reading, though my own cultural understanding still colors my interactions with such texts. | I demonstrate an eagerness to learn about the target culture through my interactions with texts, though I still depend heavily on my own culture to understand such texts. | Though my own culture still guides my understanding of texts, I demonstrate an openness to learning about new cultures. | Though I can gain minimal knowledge of the target culture through interactions with text, I interpret texts largely through the lens of my own culture. |