





Rubric for the Reciprocal Teaching Strategies

Strategy	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
Predict 	<ul style="list-style-type: none"> • Uses text features and clues to make logical predictions. • Uses background knowledge to make predictions. • Consistently uses the language of predicting. • Gives solid reasons for predictions. • Discusses predictions with detail after reading to change or confirm. 	<ul style="list-style-type: none"> • Provides predictions that make sense. • Makes predictions based on text clues, background information. • Confirms and changes predictions throughout reading, usually gives reasons for predictions. • Checks predictions after reading. • Uses the language of predicting most of the time. 	<ul style="list-style-type: none"> • Makes some simple, sensible predictions. • Sometimes uses text clues and background to make predictions. • Makes some predictions that are not sensible. • Sometimes gives reasons for predictions. • Begins to use the language of predicting such as, "I think...will happen, because...." 	<ul style="list-style-type: none"> • Predictions don't always make sense. • Does not use text clues such as illustrations, headings, to make logical predictions. • Predictions are wild and not text based. • Experiences difficulty even when prompted in giving reasons for predictions.
Question 	<ul style="list-style-type: none"> • Consistently asks a mix of well-crafted questions including recall questions that go with the events and ideas of the text; inferential questions and critical thinking questions that take the discussion beyond the text such as "Why [How] do you think...?" or "How does...compare to...?" • Asks questions about the theme and deeper meanings of the text. 	<ul style="list-style-type: none"> • Asks several levels of questions including a mix of literal recall questions about the main ideas of the text, literal recall about important details of the text, and inferential questions. • Wonders about the text and beyond. • Sometimes asks questions of the author. • Asks critical thinking questions, such as "Why do you think...?" 	<ul style="list-style-type: none"> • Asks simple recall questions that go with the text and begin with <i>who</i>, <i>what</i>, <i>when</i>, <i>where</i>, <i>why</i>, <i>how</i>, and <i>what if</i>. • Asks simple "I wonder..." questions that relate to the text. • Sometimes asks inferential questions. • Sometimes asks main idea questions. 	<ul style="list-style-type: none"> • Experiences difficulty formulating even simple literal recall questions that begin with question words. • Asks questions about details in the text rather than important ideas. • Asks questions that do not correspond with the text.
Clarify 	<ul style="list-style-type: none"> • Identifies words and ideas that are unclear. • Consistently identifies and uses a rich variety of strategies for figuring out difficult words and ideas and portions of text (e.g., reread, read on, sound out). • Identifies and clarifies high-level ideas such as idioms, metaphors, and symbolism. 	<ul style="list-style-type: none"> • Identifies words to clarify. • Sometimes identifies ideas and portions of text to clarify. • Consistently uses more than one strategy for clarifying words and ideas (e.g., reread, read on, sound out). 	<ul style="list-style-type: none"> • Identifies words to clarify. • Identifies ideas and portions of text to clarify when prompted. • Uses the same one or two strategies to figure out words and ideas. • Sometimes does not realize that meaning has been lost. • Begins to use language of clarifying such as "I didn't get..., so I..." 	<ul style="list-style-type: none"> • Does not stop to try to figure out words. • Identifies words to clarify when prompted. • Identifies ideas to clarify when prompted. • Uses only one strategy to figure out words or ideas and needs to be reminded of others. • Does not realize when he or she is stuck.
Summarize 	<ul style="list-style-type: none"> • Retells in own words using some of the new vocabulary. • Gives only most important events, points, and key details. • Summarizes, giving points in order. • Uses text structure to organize summary. • Uses rereading and text supports such as illustrations and headings to summarize. 	<ul style="list-style-type: none"> • Leaves out unimportant details. • Usually retells in own words using a vocabulary word or two from the text. • Gives most of the points in correct order. • Usually draws from text structure to summarize. • Rereads and uses clues from the text. 	<ul style="list-style-type: none"> • Finds it difficult to separate main ideas from unimportant details. • Includes some of the events in order but may give some out of order. • Leaves out some of the important events and ideas. • Needs prompting to reread or use text clues. 	<ul style="list-style-type: none"> • Does not remember much of the reading. • Recalls random ideas or events from the text. • Includes unimportant details. • Needs heavy prompting to respond. • Does not reread or use text clues as tools for summarizing.