

Super Reader Rubric

	EMERGING	APPROACHING	ACHIEVING	EXCEEDING
	An emerging student is in the earliest stages of meeting the demands of the indicator. The student requires a large amount of scaffolding to be successful.	An approaching student demonstrates some success with the demands of the indicator. The student requires some scaffolding to be successful.	An achieving student demonstrates solid success with the demands of the indicator. The student exhibits independence and little or no scaffolding.	An exceeding student demonstrates exemplary success with the demands of the indicator. The student exhibits a high level of independence.
ENGAGEMENT AND ENJOYMENT	<ul style="list-style-type: none"> • Demonstrates emerging interest in reading. • Begins to connect read-alouds to his or her own ideas. • Begins to name favorite books. • Begins to read through pictures (and possibly some text) with interest. • Begins to choose books based on familiarity with or interest in topic. • Begins to offer opinions about books. • Begins to read by choice during free or choice time. 	<ul style="list-style-type: none"> • Sometimes demonstrates interest in reading. • Connects read-alouds to his or her own ideas and conversations. • Names favorite books and/or passages or pictures from books. • Sometimes reads text or reads pictures with focus. • Sometimes chooses books based on familiarity with or interest in topic. • Offers occasional opinions about texts. 	<ul style="list-style-type: none"> • Consistently demonstrates interest in reading. • Makes connections between read-alouds, independent reading, and conversations. • Names favorite books, authors, and genres. • Builds minutes of independent reading time. • Chooses books based on passions, interests, and favorite authors. • Offers opinions about texts. 	<ul style="list-style-type: none"> • Demonstrates strong interest in reading. • Makes insightful connections between read-alouds, independent reading, and conversations; discusses the text's ideas, themes, and structures. • Shows excitement about favorite books, authors, and genres; revisits favorite texts. • Reads voraciously, is not easily distracted, and can quickly become "lost in the reading world." • Makes strong, well-informed reading choices based on passions and interests, favorite genres, and favorite authors. • Offers strong, well-informed opinions about texts and recommends books to others.

	EMERGING	APPROACHING	ACHIEVING	EXCEEDING
FLUENCY AND EXPRESSION	<ul style="list-style-type: none"> Begins to decode words. Demonstrates emerging ability to read text fluently. Begins to read words in isolation. Begins to read with some expression. Begins to heed punctuation. 	<ul style="list-style-type: none"> Sometimes reads with decoding strategies. Sometimes reads text fluently. Sometimes reads with appropriate phrasing. Sometimes reads with appropriate expression. Sometimes heeds punctuation. 	<ul style="list-style-type: none"> Internalizes decoding strategies. Consistently reads text fluently. Often reads with appropriate phrasing. Often reads with appropriate expression. Often heeds punctuation. 	<ul style="list-style-type: none"> Demonstrates powerful skills in decoding. Demonstrates strong ability to read text fluently. Always reads with exemplary phrasing. Always reads with expression that indicates deep understanding of text. Always uses punctuation to improve fluency and expression.
FOCUS AND STAMINA	<ul style="list-style-type: none"> Demonstrates emerging ability to focus on reading. Begins to stick with a text for a sustained time period. Begins to self-regulate while reading to stay focused. Reads for a small number of the recommended minutes* for the grade level. 	<ul style="list-style-type: none"> Sometimes demonstrates ability to focus on reading. Sometimes sticks with a text for a sustained period of time. Sometimes self-regulates while reading to stay focused. Reads for some of the recommended minutes* for the grade level. 	<ul style="list-style-type: none"> Consistently demonstrates ability to focus on reading. Consistently sticks with a text for a sustained period of time. Consistently self-regulates while reading to stay focused, tuning out distractions. Reads for most of the recommended minutes* for the grade level. 	<ul style="list-style-type: none"> Demonstrates exemplary ability to remain focused on reading. Always sticks with a text, often requesting more reading time. Always self-regulates while reading to stay focused, tuning out distractions, and losing him- or herself in the text. Reads for more than the recommended minutes* for the grade level.
COMPREHENSION AND CRITICAL THINKING	<ul style="list-style-type: none"> Demonstrates emerging comprehension and analysis of text. Begins to identify ideas in texts. Begins to ask clarifying questions to comprehend texts. Begins to make connections between texts and the real world. 	<ul style="list-style-type: none"> Sometimes comprehends and analyzes texts. Sometimes expresses ideas about texts. Sometimes asks clarifying questions to comprehend texts. Sometimes makes connections between texts and the world. 	<ul style="list-style-type: none"> Consistently comprehends and analyzes texts. Consistently expresses ideas about texts. Consistently asks clarifying questions to comprehend texts. Consistently makes connections between texts and the real world. 	<ul style="list-style-type: none"> Demonstrates strong ability to comprehend and analyze texts. Articulates ideas about texts clearly and completely. Regularly analyzes texts and asks clarifying questions to improve comprehension. Regularly makes deep connections between texts and the real world.

	EMERGING	APPROACHING	ACHIEVING	EXCEEDING
COLLABORATION AND COMMUNITY BUILDING	<ul style="list-style-type: none"> • Demonstrates emerging speaking and listening skills in partner or whole-group discussions. • Begins to participate in turn and talks. • Begins to engage in partner contributions. • Begins to participate in group discussions. • Begins to apply basic listening skills to engage partners. • Begins to balance listening and speaking in partner discussions. • Begins to express ideas inspired by read-alouds. 	<ul style="list-style-type: none"> • Sometimes speaks and listens in partner and whole-group discussions. • Shares during turn and talks. • Responds to partners' contributions. • Participates in group discussions. • Demonstrates active listening skills by expressing interest in the subject and responding to who's speaking. • Calibrates the balance of listening and speaking with a partner. • Shares ideas from read-alouds that help unify the community. 	<ul style="list-style-type: none"> • Consistently speaks and listens in partner and whole-group discussions. • Consistently shares during turn and talks. • Responds to and builds on peers' contributions. • Participates in group discussions and enriches the conversation with his or her contributions. • Demonstrates active listening skills such as showing interest in the topic and engaging in the discussion; reiterating what a partner expresses; perhaps using sentence starters such as, "I want to add on to what you are saying..." "I appreciate what you are saying..." and "I'm wondering about..." • Calibrates the balance of listening and speaking with a partner and in whole group. • Shares ideas from read-alouds that help the community develop the 7 Strengths. 	<ul style="list-style-type: none"> • Demonstrates exemplary speaking and listening skills in partner and whole-group discussions. • Shares during turn and talks; offers comments that enhance and deepen the conversation. • Responds to and builds on peers' contributions. • Participates in group discussions and enriches the conversation with his or her contributions; draws in peers by asking them questions. • Demonstrates active listening skills by leaning in and showing interest; continues discussions with comments such as, "I want to build off your idea..." and "I want to go back to what you said." • Calibrates the balance of speaking and listening with a partner and in whole group; actively listens and deepens speakers' ideas. • Shares ideas from read-alouds and related discussions to foster growth of the community's 7 Strengths.

	EMERGING	APPROACHING	ACHIEVING	EXCEEDING
GOAL-SETTING AND SELF-REFLECTION	<ul style="list-style-type: none"> Shows emerging interest in identifying him- or herself as a reader, writer, speaker, listener, and learner. Begins to connect to others as a reader, writer, and learner. Begins to identify him- or herself as a reader. Begins to set a basic goal for him- or herself as a reader, writer, and learner. Begins to view his or her own literacy skills through the lens of 7 Strengths. Begins to persevere when literacy work is challenging. Begins to identify lessons in literature. 	<ul style="list-style-type: none"> Sometimes names qualities of him- or herself as a reader, writer, speaker, listener, and learner. Sometimes connects to others as a fellow reader, writer, and learner. Identifies self as a reader in contexts such as school. Sets one goal for him- or herself as a literacy learner. Views his or her own literacy skills through the lens of 7 Strengths; applies lessons learned through reading to frame ideas about him- or herself. Perseveres when literacy work is challenging. Identifies themes and lessons in literature. 	<ul style="list-style-type: none"> Consistently names qualities of him- or herself as a reader, writer, speaker, listener, and learner. Often connects to others as a fellow reader, writer, and learner. Identifies him- or herself as a reader; can name some reading preferences, strengths, and challenges. Can set some goals for him- or herself as a literacy learner and identify ways to meet those goals. Views his or her own literacy skills through the lens of the 7 Strengths; applies lessons learned through reading and discussion to his or her own growth. Perseveres through challenging parts of reading, writing, speaking, and listening with self awareness; views challenges as opportunities for literacy growth. Identifies themes and lessons in literature and ideas from discussion; may think about and hope for change and progress in the world. 	<ul style="list-style-type: none"> Names many qualities of him- or herself as a reader, writer, and learner. Strongly connects to others as a fellow reader, writer, speaker, listener, and learner. Identifies him- or herself as a reader; can speak with ease about reading preferences, strengths, and challenges. Can set many goals for him- or herself as a literacy learner and lay out a plan to meet them; reflects on progress regularly. Views his or her own literacy skills through the lens of the 7 Strengths; regularly applies lessons learned through reading and discussion to his or her own growth; regularly seeks opportunities to grow stronger. Perseveres through challenging parts of reading, writing, speaking, and listening with self awareness; views challenges as opportunities for literacy growth; continuously gains new skills. Uses themes and lessons in literature and ideas from discussion to think about and hope for change and progress in the world.

*Recommended independent reading minutes per grade level: K: 10 minutes or more; Grade 1: 15 minutes or more; Grade 2: 20 minutes or more; Grade 3: 25 minutes or more; Grade 4: 30 minutes or more; Grade 5: 30 minutes or more; Grades 6-8: between 20–30 depending on class time