

# Independent Reading Rubric A Learner Level Assessment

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An essential key to becoming a proficient reader is independent reading practice. Research suggests that it is the volume of reading that students do that enhances their reading achievement. The following rubric is divided into four major categories: materials selection, reading behaviors, engagement/attitudes, and accountability.

## MATERIALS SELECTION

Developing	Progressing	Proficient
<ul style="list-style-type: none"> <li>Rarely selects materials at his or her independent reading level.</li> </ul>	<ul style="list-style-type: none"> <li>Frequently selects materials at his or her independent reading level.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently selects materials at his or her independent reading level.</li> </ul>
<ul style="list-style-type: none"> <li>Limits reading choices to a narrow range of topics or a single genre.</li> </ul>	<ul style="list-style-type: none"> <li>Reads beyond favorite topics, genres, and authors.</li> </ul>	<ul style="list-style-type: none"> <li>Reads a wide variety of genres, authors, and topics.</li> </ul>
<ul style="list-style-type: none"> <li>Often has difficulty in selecting appropriate independent reading materials without assistance.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally needs assistance in finding appropriate independent reading materials.</li> </ul>	<ul style="list-style-type: none"> <li>Finds appropriate independent reading materials without assistance.</li> </ul>

## ENGAGEMENT/ATTITUDES

Developing	Progressing	Proficient
<ul style="list-style-type: none"> <li>Often complains about reading and fails to exhibit pleasure in independent reading.</li> </ul>	<ul style="list-style-type: none"> <li>Generally exhibits a positive attitude toward independent reading.</li> </ul>	<ul style="list-style-type: none"> <li>Frequently expresses pleasure regarding independent reading.</li> </ul>
<ul style="list-style-type: none"> <li>Does not exhibit confidence as a reader.</li> </ul>	<ul style="list-style-type: none"> <li>Generally exhibits confidence as a reader.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently exhibits confidence as a reader and sees himself/herself as a reader.</li> </ul>
<ul style="list-style-type: none"> <li>Fails to set reading goals and reads a minimal amount during the allotted time.</li> </ul>	<ul style="list-style-type: none"> <li>Sets realistic reading goals and usually achieves those goals during the allotted time.</li> </ul>	<ul style="list-style-type: none"> <li>Sets high reading goals and reads the maximum amount during the allotted time.</li> </ul>
<ul style="list-style-type: none"> <li>Rarely finishes the material chosen for independent reading.</li> </ul>	<ul style="list-style-type: none"> <li>Finishes most selections chosen for independent reading.</li> </ul>	<ul style="list-style-type: none"> <li>Rarely abandons an independent reading selection before finishing it.</li> </ul>

## READING BEHAVIORS

Developing	Progressing	Proficient
<ul style="list-style-type: none"> <li>Seldom has material available and ready to read.</li> </ul>	<ul style="list-style-type: none"> <li>Generally has material available and ready to read.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently has material available and ready to read.</li> </ul>
<ul style="list-style-type: none"> <li>Is unable to sustain focus or read without interruption for the allotted time.</li> </ul>	<ul style="list-style-type: none"> <li>Usually sustains focus and reads without interruption for the allotted time.</li> </ul>	<ul style="list-style-type: none"> <li>Reads continuously without interruption for the allotted time.</li> </ul>
<ul style="list-style-type: none"> <li>Continuously seeks peer or teacher assistance in reading the material.</li> </ul>	<ul style="list-style-type: none"> <li>Self-corrects before seeking peer or teacher assistance and requires a minimum amount of help from others in reading the material.</li> </ul>	<ul style="list-style-type: none"> <li>Rarely requires peer or teacher assistance in reading the material.</li> </ul>
<ul style="list-style-type: none"> <li>Uses reading time inappropriately: disrupts others, daydreams, doodles, wanders about the room, doesn't read, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Generally uses reading time appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently uses reading time appropriately.</li> </ul>

## ACCOUNTABILITY

Developing	Progressing	Proficient
<ul style="list-style-type: none"> <li>Rarely completes the reading log after independent reading.</li> </ul>	<ul style="list-style-type: none"> <li>Generally completes the reading log after independent reading.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently and accurately completes the reading log after independent reading.</li> </ul>
<ul style="list-style-type: none"> <li>Rarely reflects upon and/or shares thoughts about what he or she has read.</li> </ul>	<ul style="list-style-type: none"> <li>Generally reflects upon and shares thoughts about what he or she has read.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently reflects upon, shares thoughts about what he or she has read and makes connections to self and others.</li> </ul>
<ul style="list-style-type: none"> <li>Rarely recommends reading materials to others.</li> </ul>	<ul style="list-style-type: none"> <li>Frequently recommends reading materials to others when asked.</li> </ul>	<ul style="list-style-type: none"> <li>Voluntarily and continuously recommends reading materials to others.</li> </ul>

<sup>1</sup> Originally printed in *NetWords*, Spring, 2002, p. 7 (Middle Grades Reading Network); revised by the author, Oct., 2002.