Curriculum-Embedded Reading Assessment (CERA) Rubric

Overview	Noticing Reading	Focusing on Reading	Taking Control of Reading
Evidence of student's overall control of reading processes	Few or no marks on the page along with vague responses to process questions and confused answers to comprehension questions. Teacher gains little insight into student's reading process, what is confusing, or how to support the student.	Marks on the page and responses to questions give insight into student's reading process and comprehension. Teacher gathers important information about problems student encountered and next steps for supporting the student.	Substantial marking on the page and elaborated answers to questions give detailed information about student's reading process and comprehension. Teacher is able to develop rich ideas for instruction and how to support student's reading comprehension.

Metacognitive Conversation	Noticing Reading	Focusing on Reading	Taking Control of Reading
Student writes about reading process to monitor comprehension and get back on track	**ANNOTATIONS ON THE TEXT** Few or no marks to give evidence of strategic or thoughtful reader interaction with the text; for example: • Sparse underlining with no written comments. • Whole paragraphs highlighted with no indication of important ideas or questions. • Marks limited to a single type of interaction, such as underlining unfamiliar words.	Marking indicates some reader interaction with the text; for example: • Some limited strategic marks focused on one or more strategies, such as making connections, asking questions. • Comments in margins are generalized responses, such as "boring," "cool," or "me too." • Comments and marks identify specific problems, such as "What?" connected to a highlighted section.	Marking indicates substantial reader-text interactions focused on problem solving and building understanding; for example: • A variety of marks for varying purposes, such as highlights, circles, underlines. • Strategic marking of main ideas, text signals. • Purposeful comments that clarify, ask and answer questions, make connections, summarize.
	RESPONSES TO CERA QUESTIONS Summary misses the main idea or indicates confusions, yet student indicates text was "easy" and he or she understood it "well."	Summary indicates identification of the main ideas.	Summary indicates understanding of the main ideas and may connect to larger themes.
	Process responses offer little evidence of strategic reading; for example, the response is vague, no problems or confusions are identified, strategies are vague—"I just read it."	Process responses indicate some evidence of what is seen in the marking and annotating; for example, student thought about what a key term meant.	Process responses use literacy vocabulary to specifically describe reading processes.
	Taken together, responses suggest student is unaware of reading difficulty.	Taken together, responses indicate an awareness of roadblocks and processes. Student identifies at least one comprehension problem either solved or unsolved.	Taken together, responses demonstrate student is aware of confusions and able to apply strategies to get back on track.

Using Cognitive Strategies	Noticing Reading	Focusing on Reading	Taking Control of Reading
Student uses strategies to focus on reading and take control: *Setting reading purpose* *Choosing reading process* *Previewing* *Identifying and evaluating roadblocks* *Tolerating ambiguity* *Clarifying* *Using context* *Making connections* *Chunking* *Visualizing* *Listening for voice* *Questioning* *Predicting* *Organizing ideas and information* *Paraphrasing* *Getting the gist* *Summarizing* *Using evidence*	**ANNOTATIONS ON THE TEXT**		
	Few or no marks give evidence of strategic interaction with the text.	Specific areas of the text are marked and commented on as roadblocks or confusions.	Marks and comments connect to one another; for example, an underline of a key term is connected to a definition; a section underlined is related to a summary note or question.
	Marks, if any, indicate a single strategy, such as underlining only key words or highlighting everything indiscriminately.	Marks indicate the use of one or more literacy strategies but may not lead to solutions. Marks may appear "practiced." For example, many questions are asked but not all seem useful, purposeful, or strategic, and few are answered.	Multiple strategies are in use, possibly signaling student's attempt to resolve a persistent confusion.
	Comments, if any, indicate general confusion or reactions—such as "Huh?" or "Why am I reading this?"—and do not draw attention to specific problems to be solved.	Comments focus on the text and reader response, but not on identifying roadblocks and problems.	Comments clarify problems or answer questions posed by student.
	RESPONSES TO CERA QUESTIONS		
	Summary does not clearly demonstrate comprehension.	Summary identifies main ideas.	Summary clearly states main ideas, which may also be marked in the text.
	Process responses do not identify roadblocks or problems to solve.	Process responses relate to marks and annotations on the text and describe at least one strategy used or problem solved.	Process responses relate to marks and annotations on the text and demonstrate the use of multiple strategies to solve problems.
	Taken together, responses indicate student is unable to use strategies to get back on track.	Self-assessment demonstrates understanding of challenges and how to get back on track.	Self-assessment demonstrates understanding of main ideas and awareness of how reading problems were solved.

Building Knowledge	Noticing Reading	Focusing on Reading	Taking Control of Reading
Student mobilizes, builds, and revises schema about: *Content and the world* *Texts* *Language* *Disciplinary discourse and practices*	**ANNOTATIONS ON THE TEXT** Marks indicate little or no attention to developing word knowledge; for example, student highlights all long words, or words—such as proper nouns—that do not interfere with comprehension.	Marks indicate a focus on understanding; for example, student highlights words that have importance for comprehension of the big ideas in the text.	Marks indicate several strategies for word learning and attention to syntax and context clues; for example, in addition to words, context clues are highlighted; margin notes indicate word analysis.
	No indication that student is reading beyond word level to attend to sentence and context clues.	Some indication that student is reading beyond word level and attending to sentence and context clues.	Student reads beyond word level, attending to range of sentence and context clues.
	RESPONSES TO CERA QUESTIONS Responses indicate student is not connecting to background knowledge to understand the author's ideas or themes.	Responses indicate some relevant background knowledge to understand the author's ideas or themes.	Responses indicate ample background knowledge to understand the author's ideas and themes.
	Summary reflects limited schema about the author's ideas or theme; for example, "This was about reading and how he hated it."	Summary reflects general understanding and unelaborated referencing of the author's ideas; for example, "This is about how going to jail made him want to learn how to read."	Summary reflects strong understanding and references the author's ideas and themes; for example, "Learning to read may have been the most important turning point in his life."
	Either responses indicate no attention to word learning and language, or responses to language are generalized; for example, "It had lots of hard words."	Student may describe clarifying a difficult word or phrase.	Process responses indicate ways that student learned new words or solved complex syntax problems. Student may use new vocabulary from the text in his or her summary in ways that reflect understanding.
	Process responses do not reference text structures or signals as guides to reading.	Process responses indicate awareness of text structures or signals; for example, student references the introduction.	Process responses indicate use of text structures and signals to solve problems and build understanding of the text; for example, "I figured out that it had two different parts when she said 'All that changed when . . .'"