

Critical Reading Rubric Winston-Salem State University-General Education

Interacting with written language to construct and reflect on meaning while evaluating and questioning in relation to contextual information.

	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
Constructing Meaning	Always derives accurate meaning from texts by making sense of written words and analyzing reading with respect to prior knowledge, research and experience	Usually derives accurate meaning from texts by making sense of written words and analyzing reading with respect to prior knowledge, research and experience	Derives meaning from texts in a limited fashion, makes sense of written words but no further analysis	Derives meaning from texts in a confused or inaccurate way
Reflecting	Always provides strong evidence of thoughtful processing of ideas by thinking about text and making connections to add to or change knowledge base	Usually provides evidence of thoughtful processing of ideas by thinking about text and making connections to add to or change knowledge base	Provides limited evidence of thoughtful processing of ideas including limited thinking or connections	Provides no evidence of thoughtful processing of ideas, knowledge base not affected by reading
Evaluating	Always considers written words from various perspectives: accuracy, reliability, appropriateness, underlying meanings, intentions, agendas, assumptions, priorities; choosing important ideas/thoughts	Usually considers written words from various perspectives: accuracy, reliability, appropriateness, underlying meanings, intentions, agendas, assumptions, priorities; choosing important ideas/thoughts	Attempts to rethink and refine ideas; attempts to consider written words from various perspectives: accuracy, reliability, appropriateness, underlying meanings, intentions, agendas, assumptions, priorities; choosing important ideas/thoughts	Accepts or rejects ideas without further consideration
Questioning	Always explores perspectives, assumptions, purposes, and techniques exemplified or implied by the text by developing appropriate questions while reading	Usually explores perspectives, assumptions, purposes, and techniques exemplified or implied by the text by developing appropriate questions while reading	Attempts to explore perspectives, assumptions, purposes, and techniques exemplified or implied by the text by sometimes developing appropriate questions while reading	Takes text at face value, showing minimal awareness of perspectives, assumptions, purposes, and techniques
Contextualizing	Always connects written language with contexts such as prior experience, historical setting, physical setting, knowledge of the discipline, etc.	Usually connects written language with contexts such as prior experience, historical setting, physical setting, knowledge of the discipline, etc.	Makes connections in a limited fashion between written language and contexts	Read written language in isolation or connects it to irrelevant or inaccurately understood contexts