

Student Name: _____

Date: _____

Teacher/Examiner: _____

High School
Reading Universal Screening Rubric for RtI
Revised June 2009

Reading	1 Not Yet/ Rarely 0-25%	2 Sometimes 26-50%	3 Most of the Time 51-75%	4 Consistently 76%- 100%	Score Column
*Fluency (ELA8R3b,c)	Rarely reads grade-level text (with 95% accuracy) with appropriate expression, using self correction.	Sometimes reads grade-level text (with 95% accuracy) with appropriate expression, using self correction.	Reads grade-level text (with 95% accuracy) with appropriate expression, using self correction most of the time.	Consistently reads grade-level text (with 95% accuracy) with appropriate expression, using self correction.	WCPM _____
	At Risk = Less than 133 WCPM		133 – 161 WCPM	162+ WCPM	
Fluency (ELA8R3a)	Rarely uses letter-sound knowledge to decode written English using a range of cueing systems (e.g., phonics and context clues) to determine pronunciation and meaning.	Sometimes uses letter-sound knowledge to decode written English using a range of cueing systems (e.g., phonics and context clues) to determine pronunciation and meaning.	Uses letter-sound knowledge to decode written English using a range of cueing systems (e.g., phonics and context clues) to determine pronunciation and meaning, most of the time.	Consistently uses letter-sound knowledge to decode written English using a range of cueing systems (e.g., phonics and context clues) to determine pronunciation and meaning.	
Comprehension (ELA7R1.1.f) Literary	Rarely analyzes characterization (dynamic and static) in prose and plays as delineated through a character’s thoughts, words, speech patterns, and actions; the narrator’s description; and the thoughts, words, and actions of other characters.	Sometimes analyzes characterization (dynamic and static) in prose and plays as delineated through a character’s thoughts, words, speech patterns, and actions; the narrator’s description; and the thoughts, words, and actions of other characters	Analyzes characterization (dynamic and static) in prose and plays as delineated through a character’s thoughts, words, speech patterns, and actions; the narrator’s description; and the thoughts, words, and actions of other characters, most of the time.	Consistently analyzes characterization (dynamic and static) in prose and plays as delineated through a character’s thoughts, words, speech patterns, and actions; the narrator’s description; and the thoughts, words, and actions of other characters.	
Comprehension (ELA7R1.1.g) Literary	Rarely explains and analyzes the effects of sound, form, figurative language, and graphics in order to uncover meaning in literature: i. Sound (e.g., alliteration, onomatopoeia, internal rhyme, rhyme scheme) ii. Figurative language (e.g., simile, metaphor, personification, and hyperbole)	Sometimes explains and analyzes the effects of sound, form, figurative language, and graphics in order to uncover meaning in literature: i. Sound (e.g., alliteration, onomatopoeia, internal rhyme, rhyme scheme) ii. Figurative language (e.g., simile, metaphor, personification, and hyperbole) iii. Graphics (e.g., capital	Explains and analyzes the effects of sound, form, figurative language, and graphics in order to uncover meaning in literature: i. Sound (e.g., alliteration, onomatopoeia, internal rhyme, rhyme scheme) ii. Figurative language (e.g., simile, metaphor, personification, and hyperbole) iii. Graphics (e.g., capital	Consistently explains and analyzes the effects of sound, form, figurative language, and graphics in order to uncover meaning in literature: i. Sound (e.g., alliteration, onomatopoeia, internal rhyme, rhyme scheme) ii. Figurative language (e.g., simile, metaphor, personification, and hyperbole) iii. Graphics (e.g., capital	

	iii. Graphics (e.g., capital letters, line length, word position).	letters, line length, word position).	letters, line length, word position), most of the time.	letters, line length, word position).	
Comprehension (ELA7R1.2.b) Informational	Rarely identifies and uses knowledge of common graphic features to draw conclusions and make judgments (e.g., graphic organizers, diagrams, captions, illustrations).	Sometimes identifies and uses knowledge of common graphic features to draw conclusions and make judgments (e.g., graphic organizers, diagrams, captions, illustrations).	Identifies and uses knowledge of common graphic features to draw conclusions and make judgments (e.g., graphic organizers, diagrams, captions, illustrations), most of the time.	Consistently identifies and uses knowledge of common graphic features to draw conclusions and make judgments (e.g., graphic organizers, diagrams, captions, illustrations).	
Comprehension (ELA7R1.2.c) Informational	Rarely applies knowledge of common organizational structures and patterns (i.e., logical order, cause and effect relationships, comparison and contrast, transitions).	Sometimes applies knowledge of common organizational structures and patterns (i.e., logical order, cause and effect relationships, comparison and contrast, transitions).	Applies knowledge of common organizational structures and patterns (i.e., logical order, cause and effect relationships, comparison and contrast, transitions), most of the time.	Consistently applies knowledge of common organizational structures and patterns (i.e., logical order, cause and effect relationships, comparison and contrast, transitions).	
Vocabulary (ELA7R2a)	Rarely determines the meaning of unfamiliar words using context clues (contrast, cause and effect).	Sometimes determines the meaning of unfamiliar words using context clues (contrast, cause and effect).	Determines the meaning of unfamiliar words using context clues (contrast, cause and effect), most of the time.	Consistently determines the meaning of unfamiliar words using context clues (contrast, cause and effect).	
Vocabulary (ELA7R2d)	Rarely determines word meanings through the use of definition, example, restatement, or contrast.	Sometimes determines word meanings through the use of definition, example, restatement, or contrast.	Determines word meanings through the use of definition, example, restatement, or contrast, most of the time.	Consistently determines word meanings through the use of definition, example, restatement, or contrast.	

Directions: Add up strand scores and record below.

_____ **Probe 1 Total Score (August)**

_____ **Probe 2 Total Score**

*Fluency elements assessed using AutoSkill.

_____ WCPM (Probe 1 – August)

_____ WCPM (Probe 2)