

**Student Learning Outcome: Demonstrate comprehension of information and ideas accessed through reading**

<b>Criteria</b>	<b>Insufficient (1)</b>	<b>Developing (2)</b>	<b>Competent (3)</b>	<b>Exemplary (4)</b>	<b>Rating</b>
Vocabulary and Textual Features	<ul style="list-style-type: none"> <li>Does not recognize appropriate vocabulary and/or textual features to explain or summarize text</li> </ul>	<ul style="list-style-type: none"> <li>Limited recognition of appropriate vocabulary and/or textual features impacts comprehension of the text</li> </ul>	<ul style="list-style-type: none"> <li>Uses appropriate vocabulary and paraphrases or summarizes the text</li> <li>Recognizes and interprets textual features</li> </ul>	<ul style="list-style-type: none"> <li>Integrates appropriate vocabulary by drawing complex inferences or applying knowledge gained from the text</li> <li>Identifies and uses textual features and disciplinary knowledge to increase understanding of the text</li> </ul>	
Themes or Main Ideas	<ul style="list-style-type: none"> <li>Does not identify main ideas, key concepts, or arguments</li> <li>Does not derive meaning from text or shows limited understanding</li> </ul>	<ul style="list-style-type: none"> <li>Identifies main ideas, key concepts, or arguments</li> <li>Derives basic meaning from the text</li> </ul>	<ul style="list-style-type: none"> <li>Distinguishes main ideas, key concepts, or arguments from supporting details</li> <li>Identifies relationships among ideas to understand the text as a whole</li> </ul>	<ul style="list-style-type: none"> <li>Distinguishes main ideas, key concepts, or arguments from supporting details</li> <li>Identifies relationships among ideas to understand the text as a whole</li> <li>Elaborates upon the main ideas, key concepts, or arguments by providing further examples or supporting details</li> </ul>	
Connections	<ul style="list-style-type: none"> <li>Does not develop connections within texts, between texts, or with other course content</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes some connections within texts, between texts, or with other course content</li> </ul>	<ul style="list-style-type: none"> <li>Develops connections within texts, between texts, or with other course content or disciplinary knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Develops insightful or complex connections within texts, between texts, or with other course content or disciplinary knowledge</li> <li>Identifies the significance of text to broader course content or disciplinary knowledge</li> </ul>	
Interpretations	<ul style="list-style-type: none"> <li>Does not apply ideas or information from text accurately or appropriately</li> <li>No evidence of synthesis or evaluation of information within or across texts</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes facts gathered from the text</li> <li>Begins to synthesize information within or across texts</li> <li>Draws conclusions from text, although conclusions may be inaccurate or incomplete</li> </ul>	<ul style="list-style-type: none"> <li>Uses evidence from text to generate, validate, expand, or reflect on ideas</li> <li>Synthesizes information within or across texts</li> <li>Differentiates between the text and its sources</li> <li>Draws conclusions from text</li> </ul>	<ul style="list-style-type: none"> <li>Uses evidence from text to generate, validate, expand, or reflect on ideas, theories, or arguments</li> <li>Synthesizes and evaluates information within or across texts</li> <li>Establishes a relationship between the text and its sources</li> <li>Draws insightful and logical conclusions from text</li> <li>Raises questions or explores important concepts</li> </ul>	
<b>Overall Rating</b>					

# RIT

**Benchmark:** 80% of students will achieve a rubric score of Competent (3) or higher.

## Student Learning Outcome: Demonstrate comprehension of information and ideas accessed through reading

### *Communication – Essential Element*

Effective communication is essential to the success of every RIT student, and as such, every General Education course must be aligned to at least one of the four associated Communication student learning outcomes. In this context, effective communication is understood as the mastery of language in expressive (spoken, signed, or written) and receptive (reading) forms that enables an individual to use language successfully for a variety of purposes and audiences.

### *Framing Language*

The faculty who developed this rubric view reading comprehension in terms of Gough and Tunmer's Simplified View of Reading (SVR) ("Decoding, Reading, and Reading Disability," 1986) as a dual process of decoding individual words or signs and comprehending linguistic, semantic, and other extra-textual features (e.g., background knowledge, experience) in order to effectively read and understand texts. When rating for vocabulary appropriateness, the rubric's authors recommend considering Beck and McKeown's Three-tiered Model of Vocabulary (Bringing Words to Life, 2002), which we have categorized for this instrument as (1) General, (2) Academic, and (3) Disciplinary (see Glossary). The rubric is designed to be progressive, beginning with basic reading comprehension tasks to more sophisticated tasks of identifying a theme or message, making inferences and developing connections. It should be noted that some components of the Exemplary (4) performance level exhibit elements of critical thinking.

### *Assignment Design / Evaluation of Student Learning*

The rubric is written to apply to coursework in which the student is asked to demonstrate comprehension of information and ideas accessed through reading. The rubric was designed to apply to any assignment(s) given in response to course readings; however, it is recommended that the assignment(s) asks the student to articulate a response to one or more texts (e.g., essay, presentation, debates, project, etc.)

### *Glossary of Key Terms*

<b>Text:</b>	A composition in any medium, including written, visual, audio, digital, or multimedia
<b>Reading Comprehension:</b>	An outcome of decoding and making meaning from text(s)
<b>General Vocabulary:</b>	Common words not specific to academic or disciplinary knowledge
<b>Academic Vocabulary:</b>	Words often used in academic discourse and education, but not necessarily specific to any one discipline
<b>Disciplinary Vocabulary:</b>	Words with specialized meanings in one or more academic disciplines
<b>Genre:</b>	A form or type of text with disciplinary conventions generally agreed upon over time
<b>Textual features:</b>	Components of a story or article that are not the main body of text. These include the table of contents, index, glossary, headings, bold words, sidebars, pictures and captions, and labeled diagrams