CASI Reading Rubric

The CASI Reading Rubric (see the Teacher's Guide) is a guideline for scoring student responses. The rubric provides descriptors that show what a response should include across four levels of performance. The rubric gives both students and teachers criteria for each level of performance. The level of performance enables you to focus your instruction and enables students to improve their learning.

The CASI Reading Rubric consists of four categories:

- Knowledge and Understanding
- Communication
- Thinking
- Application

Criteria for each category are outlined in the chart below.

<table>
<thead>
<tr>
<th>Category</th>
<th>To respond, students are expected to</th>
</tr>
</thead>
</table>
| Knowledge and Understanding (Questions 1, 4, and 5) | • demonstrate an understanding of the text by summarizing the important ideas and citing supporting details  
• identify and describe the features and organization of different forms of text (e.g., fiction, nonfiction, poetry, scripts)  
• demonstrate knowledge of how organization, form, and features help the reader understand text |
| Thinking (Questions 2, 6, and 8)   | • infer meaning using stated and implied ideas from the text as evidence  
• use creative/critical thinking processes to interpret and analyze information from the text |
| Communication (Question 3)        | • identify and use the conventions of written text (e.g., grammar, punctuation, style, usage) to assist reading |
| Application (Question 7)          | • demonstrate an ability to explain, support, and apply what has been read  
• demonstrate an ability to make connections among text, personal experiences, and life situations |

Levels of Performance in the CASI Reading Rubric

Within each category in the CASI Reading Rubric, four levels of performance are described. Both quantitative (few, some, most, all) and qualitative (limited, some, considerable, thorough and high degree) are included within each level of performance.
<table>
<thead>
<tr>
<th>Categories/Criteria</th>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and Understanding (1, 4, 5)</td>
<td>• demonstrates an understanding of the text by summarizing the important ideas and citing supporting details</td>
<td>• demonstrates a limited understanding of the text by selecting and describing some relevant ideas and information</td>
<td>• demonstrates considerable understanding of the text by selecting and describing most relevant ideas and information</td>
<td>• demonstrates a thorough understanding of the text by skillfully selecting and describing almost all relevant ideas and information</td>
</tr>
<tr>
<td></td>
<td>• identifies and describes the features and organization of different forms of text (e.g., fiction, nonfiction, poetry, drama)</td>
<td>• identifies and describes some features and organization of the text</td>
<td>• identifies and describes a considerable number of features and organization of the text</td>
<td>• identifies and describes all / almost all features and organization of the text</td>
</tr>
<tr>
<td></td>
<td>• demonstrates knowledge of how organization, form, and features help the reader understand text</td>
<td>• demonstrates some knowledge of how organization, form, and features help the reader understand text</td>
<td>• demonstrates considerable knowledge of how organization, form, and features help the reader understand text</td>
<td>• demonstrates a thorough knowledge of how organization, form, and features help the reader understand text</td>
</tr>
<tr>
<td>Thinking (2, 6, 8)</td>
<td>• infers meaning using stated and implied ideas from the text as evidence</td>
<td>• makes and supports simple inferences with limited effectiveness</td>
<td>• makes and supports inferences of some complexity with considerable effectiveness</td>
<td>• makes and supports complex inferences with a high degree of effectiveness</td>
</tr>
<tr>
<td></td>
<td>• uses creative/critical thinking processes to interpret and analyze information from the text</td>
<td>• interprets and analyzes information from the text with limited effectiveness</td>
<td>• interprets and analyzes information from the text with considerable effectiveness</td>
<td>• interprets and analyzes information from the text with a high degree of effectiveness</td>
</tr>
</tbody>
</table>

**CASI Reading Rubric (cont'd)**

<table>
<thead>
<tr>
<th>Categories/Criteria</th>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication (3)</td>
<td>• identifies and uses the conventions of written text (e.g., grammar, punctuation, style, usage) to assist reading</td>
<td>• identifies and uses the conventions of written text to assist reading with limited effectiveness</td>
<td>• identifies and uses the conventions of written text to assist reading with considerable effectiveness</td>
<td>• identifies and uses the conventions of written text to assist reading with a high degree of effectiveness</td>
</tr>
<tr>
<td>Application (7)</td>
<td>• demonstrates an ability to explain, support, and apply what has been read</td>
<td>• explains, supports, and applies what has been read with limited effectiveness</td>
<td>• explains, supports, and applies what has been read with considerable effectiveness</td>
<td>• explains, supports, and applies what has been read with a high degree of effectiveness</td>
</tr>
<tr>
<td></td>
<td>• demonstrates an ability to make connections among text, personal experiences, and life situations</td>
<td>• makes connections among text, personal experiences, and life situations with limited effectiveness</td>
<td>• makes connections among text, personal experiences, and life situations with considerable effectiveness</td>
<td>• makes connections among text, personal experiences, and life situations with a high degree of effectiveness</td>
</tr>
</tbody>
</table>
**Scoring Levels**

*Diagnostic, Formative Assessment*

By analyzing the scores for each category, you are able to identify those categories where students are successful and those categories where students, groups of students, or the whole class may need additional support.

*Summative Assessment*

Students whose overall levels are

- in the level 1 range show limited reading comprehension ability and will require specific teacher interventions to improve their skills
- in the level 2 range demonstrate some reading comprehension skill and will need additional program support to meet grade expectations (level 3)
- in the level 3 range demonstrate considerable reading comprehension and should be competent and successful readers in the following grade
- in the level 4 range demonstrate a high degree of reading comprehension through their ability to use higher-level thinking skills

*Not Enough Evidence for Level 1 (NE1)*

If a student:

- does not respond to a question,
- uses garbled or unclear language (in writing or orally),
- provides a response that cannot be read,
- cannot explain his or her thinking,
- provides a response that does not make sense, either in writing or orally, or
- does not provide at least one correct response to question 3,

then score the student’s response as NE 1 on the Class Tracking Sheet. Work with the student to help identify specific needs related to any questions rated as NE 1.

Conduct a modified miscue analysis or unaided oral retell. The modified miscue analysis/oral retell will provide information about the strategies the student is using and will help to identify areas where the student needs remediation and support. Use the Reading Record Form to record notes on student responses to these activities.

As noted earlier, the CASI reading passages are not to be used for modified miscue analysis and unaided oral retells. As well, the passages and questions are inappropriate for students who are not meeting the reading expectations of their grade level.