



## Reading Comprehension Rubric Including Kinesthetic Components

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This sample rubric demonstrates the way that non-verbal communication and movement activities can be used as assessment criteria in conjunction with oral and written language. The movement criteria in the last three sections offer insight into the non-verbal ways that student can demonstrate engagement in learning and understanding of content. Please do not use the rubric to penalize students who demonstrate comprehension through other modalities. The rubric CAN indicate the need for when more kinesthetic learning strategies are useful - for students with kinesthetic intelligence or those who need to develop it.

### Rubric for Concrete Listening /Reading Comprehension

	<b>Excellent</b>	<b>Good</b>	<b>Beginning</b>	<b>Needs Practice</b>
<b>Answers oral questions accurately (Listening and responding orally)</b>	<i>Answers all questions accurately and frequently cites evidence from the text</i>	<i>Answers most questions accurately and periodically refers to the text</i>	<i>Is inconsistent in ability to answer questions accurately and rarely refers to the text for support</i>	<i>Is unable to answer oral questions accurately.</i>
<b>Answers written questions accurately</b>	<i>Answers all questions accurately and frequently cites evidence from the text</i>	<i>Answers most questions accurately and periodically refers to the text</i>	<i>Is inconsistent in ability to answer questions accurately and rarely refers to the text for support</i>	<i>Is unable to answer written questions accurately</i>
<b>Stays engaged with the story</b>	<i>Is actively alert with eyes and/or ears on the reader. Spontaneously asks questions or comments while attending to the story.</i>	<i>Remains alert with eyes and/or ears on the reader most of the time. Asks questions or comments when prompted.</i>	<i>Struggles to stay alert - eyes and/or ears drift from the reader, posture slumps. Rarely asks questions or comments when prompted.</i>	<i>Is unable to stay physically alert, eyes and/or ears drift from the reader. Does not ask questions or comment when prompted.</i>
<b>Demonstrates the actions and feelings of characters accurately</b>	<i>Enthusiastically demonstrates the actions and emotions of all the characters physically during the reading.</i>	<i>Physically demonstrates the actions and emotions of most the characters for most of the reading.</i>	<i>Physically demonstrates the actions and emotions of a few of the characters periodically during the reading.</i>	<i>May or may not physically demonstrate, or often uses inaccurate actions and emotions of the characters.</i>
<b>Uses non-verbal cues to demonstrate understanding</b>	<i>Effectively uses pointing, head-motions, and thumbs-up to accurately answer questions.</i>	<i>Occasionally uses pointing, head-motions, and thumbs-up to accurately answer questions.</i>	<i>Rarely uses pointing, head-motions, and thumbs-up to accurately answer questions.</i>	<i>Never uses pointing, head-motions, and thumbs-up to accurately answer questions.</i>

Language Development Through Movement, Dance and Games: Project of CKE  
Center for Kinesthetic Education [www.WellnessCKE.net](http://www.WellnessCKE.net) Dr. Martha Eddy, Director  
10<sup>th</sup> Annual Language Series of the Bank Street College of Education: Jan 23, 2010