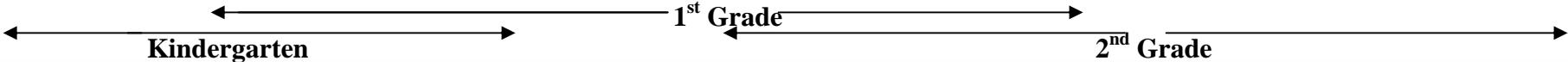


**AMPS Reading Rubric**



Emergent Reader		Beginning Reader		Independent Reader		Experienced Reader	
EARLY EMERGENT (EE)	ADVANCED EMERGENT (AE)	EARLY BEGINNING (EB)	ADVANCED BEGINNING (AB)	EARLY INDEPENDENT (EI)	ADVANCED INDEPENDENT (AI)	EXPERIENCED (E)	VERY EXPERIENCED (VE)
<ul style="list-style-type: none"> <li>• Displays awareness of some concepts of print such as top/bottom, left/right, directionality, front/back.</li> <li>• Relies on pictures to make sense of story.</li> <li>• May engage in pretend reading.</li> <li>• Recognizes some environmental print.</li> <li>• Needs a high level of assistance and support from an adult.</li> </ul>	<ul style="list-style-type: none"> <li>• Displays awareness of concepts of print, such as top/bottom, left/right, directionality, front/back.</li> <li>• Focuses on print: may use pictures as support.</li> <li>• May “read” from memory.</li> <li>• Demonstrates basic understanding of text through retelling and illustrations.</li> <li>• May draw upon predictable language patterns to anticipate or recall the text.</li> <li>• May demonstrate awareness of some letter-sound relationships mostly beginning consonants.</li> <li>• Needs some assistance and support from an adult.</li> <li>• Relies mostly on picture clues and recall of story line to make sense of print.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates an understanding of text through response and retelling.</li> <li>• Is developing sight vocabulary</li> <li>• Focuses primarily on print: relies on picture clues for support.</li> <li>• Is able to identify the beginning, middle, and end of a story, as well as some story elements.</li> <li>• Begins to use some aspects of cueing systems: meaning, structure and visual information.</li> <li>• Starts to monitor and self-correct own reading.</li> <li>• Reading requires considerable effort and continued assistance from an adult.</li> <li>• Has fairly established 1-1 correspondence.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitors and self corrects reading.</li> <li>• Relies mainly on print to find meaning of text with pictures playing a supporting role.</li> <li>• Sight vocabulary is established and many high frequency words are recognized.</li> <li>• Readily uses cueing systems: meaning, structure and visual information, sometimes with prompting from an adult.</li> <li>• Reading requires effort and some assistance from an adult.</li> <li>• Can identify and discuss many of the elements in the text: main idea or subject, characters, setting, problem and resolution.</li> <li>• Retells and discusses story or subject of text with awareness of sequence of events.</li> <li>• Is able to read at various speeds: mostly smoothly with some slowing down.</li> </ul>	<ul style="list-style-type: none"> <li>• Reads aloud with fluency and expression.</li> <li>• Recognizes substantial sight vocabulary.</li> <li>• Uses monitoring and self-correcting regularly.</li> <li>• Begins to read orally with some fluency and expression.</li> <li>• Can identify and discuss main idea or subject characters, setting, problem and resolution.</li> <li>• Retells and discusses story or subject of text with awareness of sequence of events.</li> <li>• Reads aloud with fluency, phrasing, expression and awareness of punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses all cueing systems independently to problem-solve.</li> <li>• Recognizes most words in text.</li> <li>• Can read orally with increasing fluency and expression with attention to punctuation.</li> <li>• Is able to interpret text by predicting, making connections, synthesizing, inferring, analyzing and critiquing.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses cueing systems flexibly and confidently.</li> <li>• Can read orally with momentum, fluency and expression with attention to punctuation.</li> <li>• Can provide a coherent synthesis of the meaning of the text, using relevant details.</li> <li>• Demonstrates confidence as an independent, fluent, reflective reader.</li> <li>• Analyzes, summarizes and interprets using details.</li> </ul>	<ul style="list-style-type: none"> <li>• Has become an experienced, reflective reader who confidently reads a wide range of demanding texts.</li> <li>• Uses oral expression that reflects the subtleties of the text.</li> <li>• Can provide a coherent synthesis of the meaning of the text, with extensive use of relevant details.</li> <li>• Can state independently how ideas in text relate to other ideas, experiences, and/or literature.</li> </ul>