**Concept Map Strategic Reading Rubric**

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|  | **Advanced**  **4** | Proficient  **3** | **Needs Improvement**  **2** | **Inadequate**  **1** | **Student**  **Score** |
| Identifies and achieves the purpose of the reading/unit. | * Contains a meaningful **cover sheet** with a map of the unit * All Essential Tasks are labeled. * All varsity terms and psychologists are **highlighted in two different colors (one for each).** | * Cover map is a bit jumbled. * All Essential Tasks are labeled. * Almost all varsity terms and psychologists are **highlighted in two different colors.** | * Cover map is meaningless. * All Essential Tasks are labeled. * Some varsity terms and psychologists are **highlighted in two different colors.** | * Cover map is not present. * There are Essential Tasks that are not labeled. * Varsity terms and psychologists arenot highlighted. | X4  \_\_\_\_\_\_\_ |
| Demonstrates understanding of the reading/unit. | * Contains an exhaustive coverage of the unit’s concepts taken from **both the class and the text.** * Terms are defined using **digested** definitions. * Each map is expertly chunked with main sections and sub-sections clearly visible. * Excellent use of **color and shapes** to improve memory. | * Contains an extensive coverage of the unit’s concepts but misses some important concepts. * Terms are usually defined. * Well chunked, the main sections and sub-sections are mostly visible * Color and shapes are used well to improve memory | * Contains only a few of the main concepts omitting many important concepts. * Terms are rarely defined or definitions are copied. * Somewhat disorganized and jumbled * Does not use images or color to improve memory | * Contains a limited number of concepts **or makes no attempt to synthesize the multiple class sources** * The map contains just terms without definitions. * Little effort is given to breaking the content down into manageable chunks. * Map is a visual mess which will be useless come May. | X8  ­­­­\_\_\_\_\_\_\_ |
| **Exhibits critical insights** | * All essential tasks are accurately and thoroughly completed. * There is a written and accurate explanation addressing each essential task. | * Almost all essential tasks are accurately and thoroughly completed. * There is a written and accurate explanation addressing all but 1 or 2 essential tasks. | * Most essential tasks are accurately and thoroughly completed. * There is a written and accurate explanation addressing most essential tasks. | * Less than 2/3rds of the essential tasks are accurately and thoroughly completed. * There is a written and accurate explanation addressing few essential tasks. | X7  \_\_\_\_\_\_\_ |
| **Application** | * Map connects content to personal life by giving examples for many terms. **Must be highlighted in a third color** * Student actively engages in thorough note taking on the back of every applicable concept map including descriptions of all demos. | * Map connects content to personal life by giving examples for terms. * Student actively engages in note taking on the back of every applicable concept map. | * Map connects content to personal life by occasionally giving examples for terms. * Student engages in some note taking on the back of every applicable concept map. | * Map does not apply the content to personal life. * Student engages in limited or no note taking on the back of each concept map. | X6  \_\_\_\_\_\_\_ |

**Concept Map Score:**