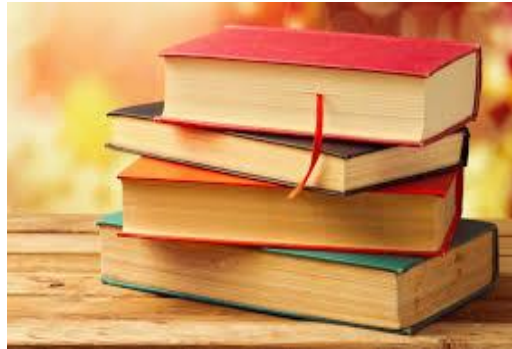


# How to teach AND assess college students' reading skills



**Chris Hakala**

**Director, Center for Excellence in Teaching, Learning and Scholarship and Professor  
of Psychology  
Springfield College  
Springfield, MA**



# READING VALUE RUBRIC

for more information, please contact [value@aacu.org](mailto:value@aacu.org)



## Definition

Reading is "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language" (Snow et al., 2002). (From [www.rand.org/pubs/research\\_briefs/RB8024/index1.html](http://www.rand.org/pubs/research_briefs/RB8024/index1.html))

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	Capstone 4	Milestones		Benchmark 1
		3	2	
<b>Comprehension</b>	Recognizes possible implications of the text for contexts, perspectives, or issues beyond the assigned task within the classroom or beyond the author's explicit message (e.g., might recognize broader issues at play, or might pose challenges to the author's message and presentation).	Uses the text, general background knowledge, and/or specific knowledge of the author's context to draw more complex inferences about the author's message and attitude.	Evaluates how textual features (e.g., sentence and paragraph structure or tone) contribute to the author's message; draws basic inferences about context and purpose of text.	Apprehends vocabulary appropriately to paraphrase or summarize the information the text communicates.
<b>Genres</b>	Uses ability to identify texts within and across genres, monitoring and adjusting reading strategies and expectations based on generic nuances of particular texts.	Articulates distinctions among genres and their characteristic conventions.	Reflects on reading experiences across a variety of genres, reading both with and against the grain experimentally and intentionally.	Applies tacit genre knowledge to a variety of classroom reading assignments in productive, if unreflective, ways.
<b>Relationship to Text</b> <i>Making meanings with texts in their contexts</i>	Evaluates texts for scholarly significance and relevance within and across the various disciplines, evaluating them according to their contributions and consequences.	Uses texts in the context of scholarship to develop a foundation of disciplinary knowledge and to raise and explore important questions.	Engages texts with the intention and expectation of building topical and world knowledge.	Approaches texts in the context of assignments with the intention and expectation of finding right answers and learning facts and concepts to display for credit.
<b>Analysis</b> <i>Interacting with texts in parts and as wholes</i>	Evaluates strategies for relating ideas, text structure, or other textual features in order to build knowledge or insight within and across texts and disciplines.	Identifies relations among ideas, text structure, or other textual features, to evaluate how they support an advanced understanding of the text as a whole.	Recognizes relations among parts or aspects of a text, such as effective or ineffective arguments or literary features, in considering how these contribute to a basic understanding of the text as a whole.	Identifies aspects of a text (e.g., content, structure, or relations among ideas) as needed to respond to questions posed in assigned tasks.
<b>Interpretation</b> <i>Making sense with texts as blueprints for meaning</i>	Provides evidence not only that s/he can read by using an appropriate epistemological lens but that s/he can also engage in reading as part of a continuing dialogue within and beyond a discipline or a community of readers.	Articulates an understanding of the multiple ways of reading and the range of interpretive strategies particular to one's discipline(s) or in a given community of readers.	Demonstrates that s/he can read purposefully, choosing among interpretive strategies depending on the purpose of the reading.	Can identify purpose(s) for reading, relying on an external authority such as an instructor for clarification of the task.
<b>Reader's Voice</b> <i>Participating in academic discourse about texts</i>	Discusses texts with an independent intellectual and ethical disposition so as to further or maintain disciplinary conversations.	Elaborates on the texts (through interpretation or questioning) so as to deepen or enhance an ongoing discussion.	Discusses texts in structured conversations (such as in a classroom) in ways that contribute to a basic, shared understanding of the text.	Comments about texts in ways that preserve the author's meanings and link them to the assignment.

# Prompt Examples

If I planned to give a reading, the prompt would depend on what I wanted them to get out of it and what they were to DO with that information.

1. For memory purposes only, it might be: “As you read this text, use the highlighted words to inform your understanding of how this adds to our lectures. Please write down five of those words and show, in a concept map, how they connect”
2. If I want them to analyze the reading, the prompt might be, “as you read this text, think about the class we just had, and write down three ways the class helped you understand the material.”



# Prompt examples continued

3. If I want to help students begin to learn how to extend beyond the reading, I might say, “Given what you read in this text about XXX, give me three possible outcomes of the experiment”
4. If I want to just have students comprehend the text, I could produce a prompt that says something like, “Here are three questions on this reading. For each question, I want you to answer it using information from the text, as well as information from what we have previously discussed in class.”



# Conclusions and Summary

1. Reading comprehension is something we aspire to with our students.
2. It is not simple for students.
3. We need to distinguish between types of texts.
4. We need to be clear in the goals
5. Assessment both formative and summative is critical, and it needs to happen often.
6. We need to strengthen the connection between the intentionality of reading and our assignments.
  
7. Final thoughts?



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# Questions?

Chris Hakala

[chakala@springfield.edu](mailto:chakala@springfield.edu)

413 441-4452

