

Assuring Graduate Capabilities - Standards Rubric	READING		Definition: Reading is "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language" (Snow et al., 2002). (From <a href="http://www.rand.org/pubs/research_briefs/RB8024/index1.html">www.rand.org/pubs/research_briefs/RB8024/index1.html</a> )	developed in relation to the Bachelor of Arts, Monash University.				
	supported...	novice	developing	competent	independent...	proficient	expert...	
<b>Comprehension</b>	can grasp stated meaning of texts written for a general audience or at introductory level in specific disciplines with relative ease. Can use vocabulary appropriately to paraphrase or summarize the information the text communicates.	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.	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.	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).				
<b>Genres</b>	Applies tacit genre knowledge (eg. knowledge of the context and social purpose of a genre such as an opinion piece) to a variety of classroom reading assignments in productive, though possibly unreflective, ways.	Begins to recognise distinctions among genres and the different social purposes texts serve.	Reflects on reading experiences across a variety of genres, reading both with and against the grain, experimentally and intentionally.	Uses ability to identify texts within and across genres, monitoring and adjusting reading strategies and expectations based on nuances of particular texts.				
<b>Text Selection and Use</b>	Approaches texts in the context of assignments with the intention and expectation of finding right answers and learning facts and concepts.	Engages texts with the intention and expectation of building topical and general knowledge. Beginning to find own texts as support for arguments in scholarly and general contexts.	Uses texts in the context of scholarship to develop a foundation of disciplinary knowledge and to raise and explore important questions - can independently source relevant text.	Evaluates texts for scholarly significance and relevance within and across various disciplines, evaluating them according to their contributions and consequences.				
<b>Analysis - Interacting with texts in parts and as wholes (e.g., content, structure, or relations among ideas)</b>	Identifies aspects of a text as needed to respond to questions posed in assigned tasks.	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 relations among ideas, text structure, or other textual features, to evaluate how they support an advanced understanding of the text as a whole.	Evaluates strategies for relating ideas, text structure, or other textual features in order to build knowledge or insight within and across texts and disciplines.				
<b>Interpretation- Making sense of texts and engaging with meanings and purposes of text</b>	Can identify purpose(s) for reading, relying on an external authority such as an instructor for clarification of the task.	Demonstrates that s/he can read purposefully, choosing among interpretive strategies depending on the purpose of the reading.	Articulates an understanding of multiple ways of reading and the range of interpretive strategies particular to one's discipline(s) or in a given community of readers.	Provides evidence of wide reading, and actively engages in reading as part of a continuing dialogue within and beyond a discipline or a community of readers.				
<b>Response to Text - Participating in academic discourse about texts</b>	Comments about texts in ways that preserve the author's meanings and can link them to an assignment.	Discusses texts in structured conversations (such as in a classroom) in ways that contribute to a basic, shared understanding of the text.	Elaborates on the texts (through interpretation or questioning) so as to deepen or enhance an ongoing discussion.	Discusses texts with an independent intellectual and ethical approach, so as to further or maintain scholarly and other conversations.				
<b>Exemplar</b>	This capability sits across a series of rubrics such as written and oral communication and Integrative learning, we would suggest that exemplars could be shared across categories or could be replicated in different categories.							