The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

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)

Framing Language
To paraphrase Phaedrus, texts do not explain, nor answer questions about, themselves. They must be located, approached, decoded, comprehended, analyzed, interpreted, and discussed, especially complex academic texts used in college and university classrooms for purposes of learning. Historically, college professors have not considered the teaching of reading necessary other than as a "basic skill" in which students may require "remediation." They have assumed that students come with the ability to read and have placed responsibility for its absence on teachers in elementary and secondary schools.

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The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Analysis**: The process of recognizing and using features of a text to build a more advanced understanding of the meaning of a text. Might include evaluation of genre, language, tone, stated purpose, explicit or implicit logic (including flaws of reasoning), and historical context as they relate to the meaning of a text.
- **Comprehension**: The extent to which a reader "gets" the text, both literally and figuratively. Accompished and sophisticated readers will have moved from being able to "get" the meaning of the language of the text to being able to "get" the implications of the text and the counterarguments one might suggest in response to it. A helpful and accessible discussion of 'comprehension' is found in Chapter 2 of the RAND report, *Reading for Understanding*. www.rand.org/pubs/monograph_reports/MR165/MR165.d1z2.pdf
- **Epistemological lenses**: The knowledge framework a reader develops in a specific discipline as s/he moves through an academic major (e.g., essays, textbook chapters, literary works, journal articles, lab reports, grant proposals, lectures, blogs, webpages, or literature reviews, for example). The depth and breadth of this knowledge provides the foundation for independent and self-regulated responses to the range of texts in any discipline or field that students will encounter.
- **Genre**: A particular kind of "text" defined by a set of disciplinary conventions or agreements learned through participation in academic discourse. Genre governs what texts can be about, how they are structured, what to expect from them, what can be done with them, how to use them.
- **Interpretation**: Determining or constraining the meaning of a text or part of a text in a particular way based on textual and contextual information.
- **Interpretive Strategies**: Purposeful approaches from different perspectives, which include, for example, asking clarifying questions, building knowledge of the context in which the text was written, visualizing and considering counterfactuals (asking questions that challenge the assumptions or claims of the text, e.g., "What might our country be like if the Civil War had not happened? How would Hamlet be different if Hamlet had simply killed the King?").
- **Multiple Perspectives**: Consideration of how text-based meanings might differ depending on point of view.
- **Parts, Titles, headings, meaning of vocabulary from context, structure of the text, important ideas and relationships among those ideas.**
- **Relationship to text**: The set of expectations and intentions a reader brings to a particular text or set of texts.
- **Searches intentionally for relationships**: An active and highly-aware quality of thinking closely related to inquiry and research.
- **Takes texts apart**: Discerns the level of importance or abstraction of textual elements and sees big and small pieces as parts of the whole meaning (compare to Analysis above).
- **Metacognition**: This is not a word that appears explicitly anywhere in the rubric, but it is implicit in a number of the descriptors, and is certainly a term that we find frequently in discussions of successful and rich learning. Metacognition, (a term typically attributed to the cognitive psychologist J.H. Flavell) applied to reading refers to the awareness, deliberateness, and reflectivity defining the activities and strategies that readers must control in order to work their ways effectively through different sorts of texts, from lab reports to sonnets, from math texts to historical narratives, or from grant applications to graphic novels, for example. Metacognition refers here as well to an accomplished reader's ability to consider the ethos reflected in any such text, to know that one is present and should be considered in any use of, or response to, a text.
**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)

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

<table>
<thead>
<tr>
<th>Capstone</th>
<th>Milestones</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Comprehension</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Genres</td>
<td>Articulates distinctions among genres and their characteristic conventions.</td>
<td>Reflects on reading experiences across a variety of genres, reading both with and against the grain experimentally and intentionally.</td>
</tr>
<tr>
<td>Relationship to Text</td>
<td>Evaluates texts for scholarly significance and relevance within and across the various disciplines, evaluating them according to their contributions and consequences.</td>
<td>Uses texts in the context of scholarship to develop a foundation of disciplinary knowledge and to raise and explore important questions.</td>
</tr>
<tr>
<td>Analysis</td>
<td>Identifies relations among ideas, text structure, or other textual features, to evaluate how they support an advanced understanding of the text as a whole.</td>
<td>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.</td>
</tr>
<tr>
<td>Interpretation</td>
<td>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.</td>
<td>Demonstrates that s/he can read purposefully, choosing among interpretive strategies depending on the purpose of the reading.</td>
</tr>
<tr>
<td>Reader’s Voice</td>
<td>Discusses texts with an independent intellectual and ethical disposition so as to further or maintain disciplinary conversations.</td>
<td>Discusses texts in structured conversations (such as in a classroom) in ways that contribute to a basic, shared understanding of the text.</td>
</tr>
</tbody>
</table>

**Genres**

- Uses ability to identify texts within and across genres, monitoring and adjusting reading strategies and expectations based on generic nuances of particular texts.

**Relationship to Text**

**Making meanings with texts in their contexts**

- Uses texts in the context of scholarship to develop a foundation of disciplinary knowledge and to raise and explore important questions.

**Analysis**

**Interacting with texts in parts and as wholes**

- Identifies relations among ideas, text structure, or other textual features, to evaluate how they support an advanced understanding of the text as a whole.

**Interpretation**

**Making sense with texts as blueprints for meaning**

- 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.

**Reader’s Voice**

**Participating in academic discourse about texts**

- Discusses texts with an independent intellectual and ethical disposition so as to further or maintain disciplinary conversations.