

## **Critical Reading**

Fairminded critical thinkers are critical readers who read purposefully and actively. They seek meaning by reading beneath the surface and ask questions to clarify meaning and challenge assumptions. Critical readers clearly explain and accurately apply information they read.

With practice, learners will be able to:

1. Read actively and purposefully.
2. Demonstrate an understanding of the overall meaning of the information in the text.
3. Accurately explain ideas from the text.
4. Make specific and relevant connections to course content.
5. Explain in depth their personal connection to the text.
6. Accurately transfer ideas from the text to a different context.
7. Accurately and fairly apply concepts from the text to real life situations.

## PVCC General Education Critical Reading Rubric

Dimension	Score = 2: meets or exceeds standards for competency	Score = 1: needs improvement	Score = 0: does not meet minimum standards for competence
<b>Clarifying Meaning and Asking Questions</b>	Shows evidence of reading actively by taking <i>relevant</i> and <i>useful</i> notes, posing vital questions, highlighting <i>significant</i> parts of the text, identifying key concepts, and/or defining unfamiliar terms.	Shows some evidence of reading actively by taking somewhat <i>relevant</i> and <i>useful</i> notes, posing related questions, highlighting parts of the text, and identifying concepts and unfamiliar terms.	Shows little or no evidence of reading actively by taking seemingly irrelevant notes, posing unrelated or no questions, and/or highlighting random parts of the texts.
<b>Comprehension</b>	Explains in <i>depth</i> the topic and main idea(s) and <i>accurately</i> identifies the <i>significant</i> details/evidence that support the main idea(s).	Explains on a general level the topic and main idea(s) and <i>accurately</i> identifies some of the details/evidence that support the main idea(s).	Explains on a surface level the topic and main idea(s) and/or inaccurately identifies the details/evidence that support the main idea(s).
<b>Explication</b> (to explain in detail, make something clear)	<i>Clearly</i> explains ideas from the text and makes <i>precise</i> connections to <i>relevant</i> discipline or course content.	<i>Vaguely</i> explains ideas from the text and makes ambiguous connections to discipline or course content.	Did not explain ideas from the text and/or makes seemingly irrelevant connections to discipline or course content.
<b>Reflection</b>	Shares <i>significant</i> personal insights, opinions, or feelings about text with <i>in-depth</i> connections.	Shares <i>significant</i> personal insights, opinions, or feelings but does not thoroughly explain how they relate to the text.	Shares insignificant personal insights, opinions, or feelings unrelated to the text.
<b>Application</b>	<i>Accurately</i> and <i>fairly</i> applies concepts from the text to a different context or situation.	Less <i>accurately</i> and/or questionably applies concepts from the text to a new context or situation.	Erroneously and/or unjustly applies concepts from the text to a new context.