

Reading Comprehension Student Self-Identification Sheet

Learning Skill: Reading Comprehension

Level	Student Self-Identification
Level 1	<input type="checkbox"/> I know that reading the text is an expected part of doing my assignments. <input type="checkbox"/> I believe that understanding the text information will help me get better scores.
Level 2	<input type="checkbox"/> I realize that there's a difference between just reading and reading to get meaning/information. <input type="checkbox"/> I'm open to learning about and using strategies that will help me have a better understanding of what I read. <input type="checkbox"/> I use some strategies to increase understanding when I read.
Level 3	<input type="checkbox"/> I understand that there are things I can do and think about when I read that will help me have a better understanding of what I'm reading. <input type="checkbox"/> I'm starting to use different strategies to read a textbook versus other materials (e.g. Facebook or a novel). <input type="checkbox"/> I use a few strategies to increase my reading comprehension, though I may not use them consistently.
Level 4	<input type="checkbox"/> I consistently use reading comprehension strategies. <input type="checkbox"/> I change reading strategies when something isn't working effectively. <input type="checkbox"/> I know that I need to have good reading comprehension to achieve my academic goals.
Level 5	<input type="checkbox"/> I expect to use reading comprehension strategies throughout my academic career and also in my professional and personal life. <input type="checkbox"/> I'm always interested in hearing about new ideas for effective reading comprehension.