

# Introduction

This file describes how “Reading” as a generic competence can be deconstructed into distinct learning outcomes in a university education setting.

It is one of 16 descriptions in LOUIS (Learning Outcomes in University for Impact on Society); LOUIS is part of the Aurora Competence Framework.

The descriptions are based on the VALUE Rubrics developed by the American Association of Colleges & Universities AAC&U.



**READING is**

**"the process of simultaneously extracting and constructing meaning through interaction and involvement with written language"**

## **Reading components:**

- Comprehension
- Genres
- Relationship to tekst
- Analysis
- Interpretation
- Reader's voice

# Reading: Comprehension

Apprehends 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).

# Reading: Genres

Applies tacit genre knowledge to a variety of classroom reading assignments in productive, if unreflective, ways.



Reflects on reading experiences across a variety of genres, reading both with and against the grain experimentally and intentionally.



Articulates distinctions among genres and their characteristic conventions.



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

# Reading: Relationship to text

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.



Engages texts with the intention and expectation of building topical and world knowledge.



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



Evaluates texts for scholarly significance and relevance within and across the various disciplines, evaluating them according to their contributions and consequences.

# Reading: Analysis

Identifies aspects of a text (e.g., content, structure, or relations among ideas) 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.

# Reading: Interpretation

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 the 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 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.

# Reading: Reader's voice

Comments about texts in ways that preserve the author's meanings and link them to the 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 disposition so as to further or maintain disciplinary conversations.