Evaluating the Appropriateness of Reading material

1. Does the student misunderstand the reading process or perpetuate poor reading strategies?

2. Does the student fail to adjust reading strategies for different purposes?

3. Do they successfully reconstruct arguments, or do they have difficulty perceiving the structure of an argument as they read?

4. Do they find it hard to assimilate the unfamiliar? Are they resistant to new ideas?

5. Is their understanding of a rhetorical context limited? Do they understand why a text was written when it was?

6. Can the student envision him/herself talking to the author about the subject of the text?

7. Are there cultural codes that the student cannot decipher, be they social or ethnic?

8. Does the author’s vocabulary confuse the reader?

9. How does the student cope with complex syntax?

10. Is it difficult for students to adjust reading strategies to the variety of academic discourse?