

**Everett Public Schools
6-12 Reading STRATEGIES Rubric**

| | Strategy | Advanced 4 | Proficient 3 | Basic 2 | Below Basic 1 |
|-----------------------|-------------------------------|---|---|--|---|
| BEFORE READING | Set a Purpose | Establishes a clear and focused purpose independently | Establishes a purpose independently | Establishes a purpose when reminded | Relies on an explicitly stated purpose |
| | Preview Text | Previews text thoroughly with focused intent | Previews text purposefully | Previews text randomly and/or incompletely | Previews when reminded. |
| | Access Prior Knowledge | Makes numerous connections which activate prior knowledge | Connects prior knowledge with selection | Accesses prior knowledge when prompted | Requires activities to activate prior knowledge |
| | Make Predictions | Makes insightful predictions using prior knowledge | Makes meaningful predictions | Makes predictions inconsistently | Makes vague or unjustified predictions |

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| DURING READING | Confirm/Adjust Predictions | Checks accuracy and adjusts predictions continually | Checks accuracy of predictions most of the time | Checks to confirm predictions | Checks predictions when reminded |
| | Visualize | Visualizes elaborately through writing, drawing, or verbal communication | Visualizes with increasing detail | Visualizes some details | Visualizes with few details |
| | Make Connections | Makes elaborate and valid text-to-self, text-to-text, and text-to-world connections independently | Readily makes text-to-self, text-to-text, and/or text-to-world connections | Makes personal connections to text when prompted | Needs opportunity to hear others share personal connections before attempting to state own |
| | Ask Questions | Asks questions of self or text that demonstrate higher level thinking and raises issues to ponder | Asks questions of self or text and considers things to ponder | Asks questions of self or text some of the time | Asks questions of self or text in a limited way |
| | Determine Importance | Distinguishes important ideas from details consistently | Distinguishes important ideas from details | Distinguishes important ideas from details inconsistently | Lacks ability to distinguish important ideas from unimportant details |
| | Monitor Comprehension | Monitors comprehension automatically to clarify confusion or answer questions about the text | Monitors comprehension most of the time to clarify confusion or answer questions | Monitors comprehension with reminders to clarify confusion | Monitors comprehension sporadically or ineffectively to clarify confusion |
| | Use Fix-up Strategies (Re-read, reads on, adjusts rate, uses word parts and context clues) | Applies fix-up strategies in the reading process naturally | Applies appropriate fix-up strategies most of the time | Applies fix-up strategies with limited, but increasing success | Applies few or no fix-up strategies |

Everett Public Schools
6-12 Reading SKILLS Rubric
AFTER READING

| | SKILL | Advanced 4 | Proficient 3 | Basic 2 | Below Basic 1 |
|--------------------|---|---|---|---|--|
| COMPREHENDS | Identify theme or message and supporting details LC01 / IC11 | Explains theme or message in own words, acknowledging different interpretations, and offering supportive evidence | Restates understanding of theme or message and identifies supporting details | Identifies theme or message inconsistently | Identifies theme or message with guidance |
| | Summarize with evidence LC02 / IC112 | Summarizes in own words by including a summarizing statement about topic's key concept with title and author of selection and identifying three main ideas/events by elaborating using correct form | Summarizes in own words by including as summarizing statement and identifying three main ideas/events from the beginning, middle, and end from text | Attempts to summarize in own words, but lacks one or more main points or includes unnecessary details | Recognizes a summary statement, but lacks ability to write a summary independently/ Retells selection randomly |
| | Make inferences LC03 / IC13 | Recognizes subtle clues in selection and consistently makes valid inferences | Makes independent inferences based on numerous ideas in the selection | Makes inferences when coached or given obvious clues from selection | Works with others to understand inferences when explained |
| | Interpret vocabulary LC04 / IC14 | Applies word structure, origin, and context clues to interpret meanings of unfamiliar words | Interprets meanings of unfamiliar words | Decodes unfamiliar words but is not always able to interpret meaning from context | Attempts to decode unfamiliar words in text, but does not independently interpret meaning |

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| ANALYZES | Apply understanding of literary elements LA05 | Analyzes how literary elements contribute to meaning | Applies understanding of how literary elements contribute to meaning | Identifies and applies limited understanding of how literary elements contribute to meaning | Identifies but does not apply understanding of how literary elements contribute to meaning |
| | Apply understanding of informational text features IA15 | Analyzes how informational text features contribute to the reader's understanding of the text | Applies understanding of how informational text features contribute to understanding | Recognizes basic knowledge of informational text features but does not to aid understanding | Disregards or does not understand informational text features |
| | Compare/contrast elements within and between texts LA06 / IA16 | Compares/contrasts elements by elaborating with well-chosen examples that demonstrate understanding of the text | Compares/contrasts elements using examples that demonstrate understanding of text | Compares/contrasts some elements, but may not demonstrate in-depth understanding of text | Compares/contrasts one element that is safe or obvious and may be non-essential to understanding text |
| | Make connections (cause and effect) between parts of a text LA07 / IA17 | Makes in-depth connections and/or establishes cause and effect relationships | Makes connections and/or establishes cause/effect relationships | Makes a vague connection or attempts to establish a general cause/effect relationship | Requires guidance to make a connection or establish a simple cause/effect relationship |

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| THINKS CRITICALLY | Analyze author's purpose and/or effectiveness for different audiences LA08 / IA18 | Analyzes author's purpose and effectiveness, challenging author's ideas, implied bias, or distortions with clear rationale or arguments | Analyzes author's purpose and effectiveness giving examples, and recognizing author's bias | States author's purpose in general terms | Attempts to clearly state author's purpose in simple terms |
| | Identify facts and opinions LA08 / IA18 | Expresses an opinion and seeks unique ways/evidence to enhance interpretation of text | Expresses an opinion and uses specific examples from the text to defend opinion | Recognizes an opinion and provides general support and/or facts from the text when prompted | Struggles to recognize an opinion, and /or may not identify facts from the text to support opinion |
| | Identify author's assumptions or beliefs LA08 / IA18 | Elaborates insightfully to author's assumptions and beliefs | Identifies author's assumptions and beliefs | Expresses a vague idea of author's beliefs | Recognizes author's assumptions or beliefs when coached |
| | Evaluate reasoning and ideas/themes related to text LA09 / IA19 | Makes a solid, defensible judgment about the reasoning and/or main ideas related to the text | Makes and defends judgment about the reasoning and/or main ideas in text | Makes a judgment about the reasoning and/or ideas in text | Demonstrates uncertainty and/or confusion when asked to make a judgment about ideas in text |
| | Extend information beyond text LA10 / IA20 | Makes consistent and accurate applications of information in own life and world | Applies information in text to own life or world | Applies information in text to own life or world when prompted | Struggles to apply or misapplies information in text to own life or world |