Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reading Rubric**

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|  | **Proficient with Distinction** | **Proficient** | **Partially Proficient** | **Not Proficient** |
| **Comprehension/**  **Vocabulary** | Accurately identifies main idea, even in complex texts.  Accurately and succinctly summarizes or identifies essential/supporting details.  If applicable, consistently applies some reading strategies (annotation, underlining, asking or answering questions, predicting, identifying key words or context clues, etc.) to engage with text.  Consistently decodes and uses context clues/word origins/ prior knowledge to grasp unfamiliar vocabulary. | Accurately identifies main idea.  Accurately summarizes or identifies essential/supporting details.  If applicable, applies some reading strategies (annotation, underlining, asking or answering questions, predicting, identifying key words or context clues, etc.) to engage with text.  Often uses context clues/word origins/prior knowledge to decode and understand unfamiliar vocabulary. | Usually identifies main idea.  When summarizing or identifying, often includes less relevant or inaccurate detail.  Inconsistently uses reading strategies (annotation, underlining, asking or answering questions, predicting, identifying key words or context clues, etc.) to engage with text.  Use some obvious context clues/word origins to understand new vocabulary. | Sometimes identifies main idea.  Has difficulty accurately identifying essential/supporting details, and often retells rather than summarizes.  Experiences considerable difficulty when required to read a grade level text independently and does not use reading strategies to engage with text.  Struggles to decode unfamiliar vocabulary. |
| **Analysis/**  **Inference** | Consistently articulates thoughtful and accurate analysis of text’s literal and implied meanings, using evidence from the text to support ideas.  Makes insightful connections to other sections of the book/text, prior knowledge, other readings, situations, or contexts.  Identifies and analyzes ways the author crafts and structures text to achieve purpose/convey theme.  Consistently infers complex meanings from text(s). | Often articulates sufficient analysis of text, using adequate evidence from text to support assertions.  Often makes connections to other sections of the book/text, prior knowledge, other readings, situations, or contexts.  Identifies ways the author crafts and structures text to achieve purpose/convey theme.  Infers meaning from text(s). | Sometimes articulates analysis of text, but is often unable to support generalizations with evidence.  Makes some connections to other sections of the book/text, prior experience, other readings, or situations.  Identifies some ways the author crafts and structures text to achieve purpose/convey theme.  Usually understands literal meaning, but does not consistently make accurate inferences without support. | Focused primarily on literal meaning of text; rarely articulates analysis.  Rarely connects text to other sections of the book/text, prior experience, other readings, or situations.  Reads literally and rarely considers author’s purpose, craft, or structure without direct support.  Often misunderstands text(s) and finds inferencing difficult. |
| **Evaluation** | Effectively and consistently detects author’s purpose, tone, bias, and/or point of view.  Consistently evaluates and distinguishes between credible and unreliable sources.  Evaluates and reflects on reading, deepening understanding of complex content and issues. | Can detect author’s purpose, tone, bias, and/or point of view.  Understands and can distinguish between credible and unreliable sources.  Reflects on reading, building understanding of issues. | Does not usually consider author’s purpose, tone, bias, and/or point of view without direct support.  Does not usually distinguish between credible and unreliable sources.  Sometimes reflects on reading, building some understanding of content. | Focused primarily on literal meaning of text; rarely considers author’s purpose, tone, bias, or point of view.  Takes text at face value; rarely distinguishes between credible and unreliable sources.  Rarely reflects on ideas in text or makes connections that build understanding of content. |

\*Any rows of the above rubric may be used, combined, or deleted, depending on the assessment criteria.