** Grade 1: Reading Scripts Rubric Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  |  | **Fully meeting expectations, with enriched understanding (EU)** | **Fully meeting grade level expectations (FM)** | **Mostly meeting grade level expectations (MM)** | **Not yet meeting grade level expectations (NY)** |
| **Information and Ideas** | Recognize and Explain Author’s Ideas | You were able to clearly **explain** the author’s ideas in the script. | Good job! You were able to **tell** what the author wanted to say in the script. | You were able to **tell** the author’s ideas by providing some details. | Think: What did the author of the script want us to know? |
| **Text Structures and Features** | Adjust Reading Rate as Necessary | You consistently **adjust** your reading rate according to your need and your purpose. | You are able to **tell** when to read faster and when to read slower according to your need and your purpose. | At times you are able to **tell** when to read faster and when to read slower. Think about why you are reading and what information you need from the script. | Think: Do I need to: slow down or speed up? What is the purpose for reading? Do I need to skim, scan, read slowly and carefully or quickly to find the meaning? |
| Text Features | Wow! You are able to **employ** some of the text features (punctuation, directions given, color coding character roles, reading font - italicized, bold). | You are able to **tell** some of the text features (punctuation, directions given, color coding character roles, reading font - italicized, bold). | Good start! You are beginning to **see** some of the text features ( punctuation, directions given, color coding character roles, reading font - italicized, bold). | Think: How will I know when it is my turn to speak? How will I know what kind of a voice to use? |
| **Respond to and Analyze Texts** | Reading Voice | You are able to **engage** your audience by using proper phrasing, pitch, tempo, volume and modulation of the character. | You are able to **use** the proper phrasing, pitch, tempo, volume and modulation of the character. | You are getting there. You are starting to **use** the proper phrasing, pitch, tempo, volume and modulation of the character. | Think: How could you use your voice to interest your audience? How can you use your voice to show what the character is saying/feeling? Keep practicing! ☺ |
| Make and Share Connections | Wow! You can **compare** insightfully your personal experiences with those in the script. | You can **make** and **share** connections with the script to your personal experiences. | You are starting to **see** a connection with the script to your personal experiences. | Think: Does this script remind you of anything? |

**Feedback:**