**Rubric for Reading– ELA 7 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)** |
| **Ideas and Information** | **Summarize main ideas** | You have a thorough understanding of the main ideas of the text and can also provide many supporting details. You can analyze how the author constructed their message for readers. | On your own, you are able to summarize all the main ideas presented in the text. You clearly understand what the author was trying to say. | With some help, you summarized most of the main ideas presented in the text. You basically understand what the author is saying. Now explore the text again, take notes as you read and see what you may have missed. | You are having trouble summarizing the main ideas in the text. Think: Is there a graphic organizer that would help? How do you when something is a main idea? |
| **Make, confirm and correct predictions** | You make, confirm and correct predictions before and during reading. You can insightfully justify your predictions and confidently explain why making predictions is part of reading comprehension. | You are able to make, confirm and correct your predictions before and during reading. You can explain why making predictions is important to understanding a text. | With some guidance, you were able to make some predictions. As you continue through a text, stop periodically to confirm or adjust your predictions. This helps you to understand the main ideas more effectively. | You are having trouble with predictions. Think: When do we make predictions? What clues can we look to in order to help us predict? Why predict? |
| **Recognize and analyze author’s point of view** | You can recognize the author’s point of view, explain the reasons why the author chose it and predict how the message would change if the point of view changed. You can also expand on how point of view impacts reliability of information. | You can recognize the author’s point of view and explain the reasons why the author chose it. | With help, you could recognize the author’s point of view. Now consider why the author may have chosen that particular point of view. How does point of view relate to purpose? | You are having trouble identifying point of view. Think: Who is telling the story of giving the information? Why is point of view important? |
| **Text structures and features** | **Recognize and analyze elements and techniques** | You confidently recognize the significant elements and techniques in the text and insightfully analyze how they interact to create particular effects. You can evaluate the effectiveness of these elements and offer support for your evaluation. | You can recognize the significant elements and techniques in the text and analyze how they interact to create particular effects. | With help, you can recognize most elements and techniques in the text. Consider how they may interact to create particular effects? How do authors use them as part of their messages? | You are having trouble recognizing elements and techniques in texts. Think: What are elements of written texts? What are techniques? How do you know them when you come across them? Why are they important? |
| **Recognize organization** | You can recognize the author’s overall organization of ideas and explain how organizational decisions affected the message and the value of the text for various purposes. | You can recognize the author’s overall organization of ideas. | You can mostly recognize the overall organization of ideas but need some help expanding on your thinking. Look at many written texts and consider organization structures to become more confident. | You are having trouble recognizing overall organization. Think: What do we mean by organization? What are some ways organization may differ from text to text? |
| **Match reading rate to purpose** | You have a well-developed ability to adjust rate of reading according to purpose for reading. You confidently use these skills to meet your needs. | You can independently identify when it is appropriate to skim, scan, reread, adjust pace and preview. | With prompting, you are able to use a variety of reading rates. Make sure you know which rate to use when and practice doing so to increase your success with each rate. | Think: Why are you reading? What rate would be most appropriate? When is it important to read carefully and when is it not? |
| **Respond to and analyze texts** | **Evaluate effectiveness of content and craft** |  You are able to evaluate the effectiveness of a range of written texts including insightful reflection on the content and craft. You support your personal and critical responses with specific and relevant references to the text itself. You are able to imagines solutions or alternatives to aspects of the text content and craft. | You are able to evaluate the effectiveness of a range of written texts including reflecting on the content and craft. You support your personal and critical responses with references to the text itself. | With help, you can evaluate the effectiveness of some aspects of a text. Think about both content and craft when offering an evaluation and really work on supporting your opinions with references to the text itself. | You are having trouble evaluating the effectiveness of a text. Think: How can I determine of the content is effective for the purpose? How can I evaluate the craft of the author? Where do I look for ideas and support for my opinions? |
| **Recognize author’s use of language (formal, informal, colloquial)** | You can recognize the author’s use of language and identify why that register was chosen for the message presented. You can then explain how the message would change if the register changed. | You can recognize the author’s use of language and identify why that register was chosen for the message presented. | You can identify the author’s use of language with some guidance and reminders. Consider why authors chose particular registers and how it affects the overall message. | You are having trouble recognizing the author’s use of language. Think: What is the difference between formal, informal and colloquial? When do we use each? Practice on many texts. |

**Feedback:**