

DRAFT Rubric for Academic Learning Expectation #1: Reads Literature and Informational Texts for Comprehension (Grades 9 &10)

**Please Note: The ELA department is in the process of reviewing the 2004 rubric for the school-wide learning expectation reading. The attached rubrics are under revision to align and incorporate the Common Core State Standards for English Language Arts.*

Students will use various comprehension strategies to identify significant information within a variety of texts and for a variety of purposes.

Category	4- Exceeds	3 - Meets	2 - Approaches	1 – Does Not Meet
Student Identifies Key Ideas and Details	<p>1. (literature & informational texts) Cites textual evidence to thoroughly analyze explicit and inferred meanings of the text.</p> <p>2. (literature) Determines a theme by thoroughly analyzing elements of fiction and specific details.</p> <p>2. (informational text) Determines a central idea by thoroughly analyzing relevant and specific details.</p> <p>3. (literature) Thoroughly analyzes how complex characters develop over the course of a text and advance the plot and develop the theme.</p> <p>3. (informational text) Thoroughly analyzes a series of ideas or events, including the order of the argument and connections between them.</p>	<p>1. (literature & informational texts) Cites textual evidence to analyze explicit and inferred meanings of the text.</p> <p>2. (literature) Determines a theme by analyzing elements of fiction and specific details.</p> <p>2. (informational text) Determines a central idea by analyzing relevant and specific details.</p> <p>3. (literature) Analyzes how complex characters develop over the course of a text and advance the plot and develop the theme.</p> <p>3. (informational text) Analyzes a series of ideas or events, including the order of the argument and connections between them.</p>	<p>1. (literature & informational texts) Cites textual evidence to analyze explicit meanings but struggles to make inferences.</p> <p>2. (literature) Determines a theme by analyzing elements of fiction.</p> <p>2. (informational text) Determines a central idea by analyzing relevant details.</p> <p>3. (literature) Analyzes how complex characters develop in parts of a text and advance the plot and develop the theme.</p> <p>3. (informational text) Analyzes ideas or events and makes connections between them.</p>	<p>1. (literature & informational texts) Does not cite textual evidence to analyze explicit and inferred meanings of the text.</p> <p>2. (literature) Does not determine a theme by analyzing elements of fiction.</p> <p>2. (informational text) Does not determine a central idea by analyzing relevant and details.</p> <p>3. (literature) Does not analyze how complex characters develop.</p> <p>3. (informational text) Does not analyze a series of ideas or events.</p>

<p>Student Identifies Author's Craft and Structure</p>	<p>4. (literature) Determines the meaning of words and phrases, including figurative and connotative meanings; thoroughly analyzes the effect of word choice on meaning and tone.</p> <p>4. (informational text) Determines the meaning of words and phrases, including figurative, connotative, and technical meanings; thoroughly analyzes the effect of word choice on meaning and tone.</p> <p>5. (literature) Analyzes in detail how an author structures a text, orders events within it, and manipulates time to create a desired mood.</p> <p>5. (informational texts) Analyzes in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p> <p>6. (literature) Analyzes a particular point of view or cultural experience reflected in a work of literature from outside the United States, draws from a wide reading of World Literature.</p> <p>6. (informational text) Determines an author's point of view or purpose in a text and analyzes how an author uses rhetoric to advance that point of view or purpose.</p>	<p>4. (literature) Determines the meaning of words and phrases, including figurative and connotative meanings; analyzes the effect of word choice on meaning and tone.</p> <p>4. (informational text) Determines the meaning of words and phrases, including figurative, connotative, and technical meanings; analyzes the effect of word choice on meaning and tone.</p> <p>5. (literature) Analyzes how an author structures a text, orders events within it, and manipulates time to create a desired mood.</p> <p>5. (informational texts) Analyzes how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p> <p>6. (literature) Analyzes a particular point of view or cultural experience reflected in a work of literature from outside the United States, draws from a reading of World Literature.</p> <p>6. (informational text) Determines an author's point of view or purpose in a text and analyzes how an author uses rhetoric.</p>	<p>4. (literature) Determines the meaning of key words and phrases, including figurative meaning; analyzes the effect of word choice on meaning.</p> <p>4. (informational text) Determines the meaning of words and phrases and analyzes the effect of word choice on meaning.</p> <p>5. (literature) Analyzes how an author structures a text, orders events within it, and manipulates time.</p> <p>5. (informational texts) Analyzes how an author's ideas or claims are developed in particular sentences, paragraphs, or larger portions of a text.</p> <p>6. (literature) Identifies a particular point of view or cultural experience reflected in a work of literature from outside the United States, draws from a reading of World Literature.</p> <p>6. (informational text) Determines an author's point of view or purpose in a text.</p>	<p>4. (literature) Does not determine the meaning of key words and phrases.</p> <p>4. (informational text) Does not determine the meaning of words and phrases.</p> <p>5. (literature) Does not analyze how an author structures a text</p> <p>5. (informational texts) Does not analyze how an author's ideas or claims are developed.</p> <p>6. (literature) Does not analyze or identify a particular point of view or cultural experience reflected in a work of literature from outside the United States.</p> <p>6. (informational text) Does not determine an author's point of view or purpose.</p>
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<p>Student Integrates Knowledge and Ideas</p>	<p>7. (literature & informational texts) Analyzes various accounts of a subject told in different mediums (e.g., a person's/character's life story in both print and multimedia), determining which details are emphasized in each account and why they are emphasized.</p> <p>8.A. (literature) Relates a work of fiction, poetry, or drama to the seminal ideas of the time, and provides multiple examples to explain the relationship.</p> <p>8. (informational texts) Delineates and evaluates an argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identifies false statements and fallacious reasoning.</p> <p>9. (literature) Analyzes and interprets why and how an author draws on and transforms source material in a specific work.</p> <p>9. (informational text) Thoroughly analyzes seminal U.S. documents for their historical and literary significance and explains in what ways they address related themes and concepts.</p>	<p>7. (literature & informational texts) Analyzes various accounts of a subject told in different mediums (e.g., a person's/character's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>8.A. (literature) Relates a work of fiction, poetry, or drama to the seminal ideas of the time, and provides examples to explain the relationship.</p> <p>8. (informational texts) Delineates and evaluates an argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identifies false statements.</p> <p>9. (literature) Analyzes how an author draws on and transforms source material in a specific work.</p> <p>9. (informational text) Analyzes seminal U.S. documents for their historical and literary significance and explains in what ways they address related themes and concepts.</p>	<p>7. (literature & informational texts) Analyzes various accounts of a subject told in different mediums (e.g., a person's/character's life story in both print and multimedia).</p> <p>8.A. (literature) Relates a work of fiction, poetry, or drama to the seminal ideas of the time.</p> <p>8. (informational texts) Delineates an argument and claims in a text, assessing whether the reasoning is valid and the evidence is relevant; identifies false statements.</p> <p>9. (literature) Analyzes how an author draws on source material in a specific work.</p> <p>9. (informational text) Analyzes seminal U.S. documents for their historical and literary significance.</p>	<p>7. (literature & informational texts) Does not analyze various accounts of a subject told in different mediums.</p> <p>8.A. (literature) Does not relate a work of fiction, poetry, or drama to the seminal ideas of the time.</p> <p>8. (informational texts) Does not delineate or evaluate an argument and specific claims in a text.</p> <p>9. (literature) Does not analyze how an author draws on source material in a specific work.</p> <p>9. (informational text) Does not analyze seminal U.S. documents for their historical and literary significance.</p>
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<p>Student Reads Texts of Various Complexities and from a Variety of Genres, and Applies Active Reading Strategies</p>	<p>10. In grade 9 reads and comprehends grade level literature with scaffolding; and by the end of grade 10 reads and comprehends grade level literature independently and proficiently.</p> <p>CRLS 1. Independently annotates a text to actively read, ask questions, make inferences, summarize, and identify unfamiliar vocabulary.</p>	<p>10. In grade 9 reads and comprehends grade level literature with scaffolding; and by the end of grade 10 reads and comprehends grade level literature proficiently.</p> <p>CRLS 1. Annotates a text to actively read, ask questions, make inferences, summarize, and identify unfamiliar vocabulary.</p>	<p>10. In grade 9 reads and comprehends grade level literature with scaffolding; and by the end of grade 10 reads and comprehends grade level literature.</p> <p>CRLS 1. Annotates a text but annotations are not comprehensive and do not reflect a depth of understanding.</p>	<p>10. In grade 9 does not read and comprehend grade level literature with scaffolding; and by the end of grade 10 does not read and comprehend grade level literature proficiently.</p> <p>CRLS 1. Does not effectively annotate a text.</p>
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