**Rubric # 1: Analytic Reading**

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| **Level of Performance** | **4=Exemplary** | **3=Proficient** | **2=Developing** | **1=Beginning** |
| **Criteria** |
| **Key Ideas and Content** | Independently identify and explain main purpose and related purposes of text using relevant ideas and details from the text.  Independently demonstrate active reading by drawing and supporting valid conclusions. | Independently identify and explain main purpose of text using relevant ideas and details from the text.  Independently demonstrate active reading by drawing and supporting valid conclusions. | With some teacher support, identify and explain main purpose of text using relevant ideas and details from the text.  With some teacher support, demonstrate active reading by drawing and supporting valid conclusions. | Even with teacher support, does not identify and explain main purpose of text using relevant ideas and details from the text.  Even with some teacher support, does not demonstrate active reading by drawing and supporting valid conclusions. |
| **Craft and Structure** | Skillfully and imaginatively understand and apply content vocabulary in speaking and writing.  Independently make innovative connections, ask probing questions, and make logical and creative inferences. | Independently understand and apply content vocabulary in speaking and writing.  Independently make appropriate connections, ask relevant questions, and make logical inferences. | With some teacher support, understand and apply content vocabulary in speaking and writing.  With some teacher support, make appropriate connections, ask relevant questions, and make logical inferences. | Even with some teacher support, does not consistently understand and apply content vocabulary in speaking and writing.  Even with some teacher support, does not consistently make appropriate connections, ask relevant questions, and make logical inferences. |
| **Integration of Knowledge and Ideas** | Independently and creatively synthesize and interpret within and across texts in order to explain and justify a central idea. | Independently synthesize and interpret within and across texts in order to explain and justify a central idea. | With some teacher support, synthesize and interpret within and across texts in order to explain and justify a central idea. | Even with teacher support does not consistently synthesize and interpret within and across texts in order to explain and justify a central idea. |
| **Range of Reading/Text Complexity** | Independently read and comprehend a wide variety of print and non print text above grade level. | Independently read and comprehend a wide variety of print and non print text at grade level. | With some teacher support, read and comprehend a wide variety of print and non print text at grade level. | Even with teacher support, does not read and comprehend a wide variety of print and non print text at grade level. |