DRAFT Rubric for Academic Learning Expectation #1: Reads Literature and Informational Texts for Comprehension (Grades 11 &12)

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	1. (literature & informational texts) Cites textual evidence to thoroughly analyze explicit and inferred meanings of the text, including where the text leaves matters uncertain.	1. (literature & informational texts) Cites textual evidence to analyze explicit and inferred meanings of the text, including where the text leaves matters uncertain.	1. (literature & informational texts) Cites textual evidence to analyze explicit and inferred meanings of the text.	1. (literature & informational texts) Does not cite textual evidence.
	2. (literature) Determines two or more themes by thoroughly analyzing elements of fiction and specific details, including how they interact and build on one another to produce a complex account; provides an objective summary of the text.	2. (literature) Determines a theme by analyzing elements of fiction and specific details, including how they interact and build on one another to produce an account; provides an objective summary of the text.	2. (literature) Determines a theme by analyzing elements of fiction and specific details, including how they interact; provides a summary of the text.	2. (literature) Does not determine a theme by analyzing elements of fiction or specific details.
	2. (informational text) Determines two or more central ideas by thoroughly analyzing relevant and specific details, including how they interact and build on one another to provide a complex analysis.	2. (informational text) Determines two or more a central ideas by analyzing relevant and specific details, including how they interact and build on one another to provide analysis.	2. (informational text) Determines at least one central idea by analyzing relevant and specific details, including how they interact.	2. (informational text) Does not determine a central idea by analyzing relevant and specific details.
	3. (literature) Thoroughly analyzes the impact of an author's choices regarding how to develop and relate elements of a story or drama (e.g. where a story is set, how characters are introduced and developed).	3. (literature) Analyzes the impact of an author's choices regarding how to develop and relate elements of a story or drama (e.g. where a story is set, how characters are introduced and developed).	3. (literature) Analyzes the impact of an author's choice regarding how to develop at least one element of a story or drama (e.g. where a story is set, how characters are introduced and developed).	3. (literature) Does not analyze the an author's choices regarding how to develop and relate elements of a story or drama.
	3. (informational text) Thoroughly analyzes a complex set of ideas or sequence of events and explains how specific individuals, ideas, or events interact and develop over the course of a text.	3. (informational text) Analyzes a complex set of ideas or sequence of events and explains how specific individuals, ideas, or events interact and develop over the course of a text	3. (informational text) Analyzes a complex set of ideas or sequence of events and explains how specific individuals, ideas, or events interact.	3. (informational text) Does not analyze a set of ideas or sequence of events.

Student Identifies Author's Craft and Structure	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, including words with multiple meanings.	4. (literature) Determines the meaning of words and phrases, including figurative and connotative meanings; analyzes the effect of word choice on meaning and tone, including words with multiple meanings.	4. (literature) Determines the meaning of key words and phrases, including figurative and connotative meanings; analyzes the effect of word choice on meaning and tone.	4. (literature) Does not determine the meaning of words and phrases, including figurative and connotative meanings.
	4. (informational text) Determines the meaning of words and phrases, including figurative, connotative, and technical meanings; thoroughly analyzes how an author uses and refines the meaning of a key term or terms over the course of a text.	4. (informational text) Determines the meaning of words and phrases, including figurative, connotative, and technical meanings; analyzes how an author uses and refines the meaning of a key term or terms over the course of a text.	4. (informational text) Determines the meaning of words and phrases, including figurative, connotative, and technical meanings; analyzes how an author uses the meaning of a key term or terms.	4. (informational text) Does not determine the meaning of words and phrases, including figurative, connotative, or technical meanings.
	5. (literature) Thoroughly analyzes in detail how authors structure a text, order events within it, and manipulate time to create a desired mood and aesthetic impact.	5. (literature) Analyzes how authors structure a text, order events within it, and manipulate time to create a desired mood and aesthetic impact.	5. (literature) Analyzes how authors structure a text, order events within it, and manipulate time and mood.	5. (literature) Does not analyze how authors structure a text, order events within it, or manipulate time.
	5. (informational text) Thoroughly analyzes and evaluates the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	5. (informational text) Analyzes and evaluates the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	5. (informational text) Analyzes the effectiveness of the structure an author uses in his or her exposition or argument. Begins to evaluate if the structure makes the argument effective.	5. (informational text) Does not analyze the effectiveness of the structure an author uses in his or her exposition or argument.
	6. (literature) Identifies and thoroughly analyzes the difference between what is directly stated and what is implied across an entire text in order to understand point of view (e.g., satire, sarcasm, irony, or understatement).	6. (literature) Identifies and analyzes the difference between what is directly stated and what is implied in a section of a text in order to understand point of view (e.g., satire, sarcasm, irony, or understatement).	6. (literature) Identifies the difference between what is directly stated and what is implied, but has difficulty understanding the connection to point of view (e.g., satire, sarcasm, irony, or understatement).	6. (literature) Does not identify the difference between what is directly stated and what is implied.
	6. (informational text) Determines an author's point of view or purpose in a text in which the rhetoric is particularly effective, thoroughly analyzing how style and content contribute to the beauty, power, or persuasiveness of the text.	6. (informational text) Determines an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the beauty, power, or persuasiveness of the text.	6. (informational text) Determines an author's point of view in a text in which the rhetoric is particularly effective.	6. (informational text) Does not determine an author's point of view or purpose in a text.

Student Analyzes Knowledge and Ideas	7. (literature) Thoroughly analyzes multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text, and determines which details are emphasized in each account. (eg: film versus text)	7. (literature) Analyzes multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text, and determines which details are emphasized in each account. (eg: film versus text)	7. (literature) Analyzes multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text. (eg: film versus text)	7. (literature) Does not analyze multiple interpretations of a story, drama, or poem.
	7. (informational text) Thoroughly integrates and evaluates multiple sources of information presented in different media or formats (e.g., visually) as well as in words in order to address an question or solve a problem.	7. (informational text) Integrates and evaluates multiple sources of information presented in different media or formats (e.g., visually) as well as in words in order to address an question or solve a problem.	7. (informational text) Integrates and evaluates multiple sources of information presented in different media or formats (e.g., visually) as well as in words.	7. (informational text) Does not integrates or evaluate multiple sources of information presented in different media or formats.
	8. (informational text) Delineates and evaluates the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy (e.g. The Federalist)	8. (informational text) Delineates the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy (e.g. The Federalist)	8. (informational text) Delineates the reasoning in seminal U.S. texts	8. (informational text) Does not delineate the reasoning in seminal U.S. texts.
	8A. (literature) Thoroughly analyzes a work of fiction, poetry, or drama using a variety of critical lenses (e.g. formalism, psychological, historical, sociological, feminist)	8A. (literature) Analyzes a work of fiction, poetry, or drama using a variety of critical lenses (e.g. formalism, psychological, historical, sociological, feminist)	8A. (literature) Analyzes a work of fiction, poetry, or drama using at least one critical lens. (e.g. formalism, psychological, historical, sociological, feminist)	8A. (literature) Does not analyze a work of fiction, poetry, or drama using a critical lens.
	9. (literature) Demonstrates a thorough knowledge of foundational works of American Literature (18th-20th century); evaluates how two or more texts from the same period treat similar themes or topics.	9. (literature) Demonstrates knowledge of foundational works of American Literature (18th-20th century), including how two or more texts from the same period treat similar themes or topics.	9. (literature) Demonstrates knowledge of foundational works of American Literature (18th-20th century), including how two texts from the same period treat similar topics.	9. (literature) Does not demonstrate knowledge of foundational works of American Literature.
	9. (informational text) Thoroughly analyzes 17th-19th century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.	9. (informational text) Analyzes 17th-19th century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.	9. (informational text) Analyzes 17th-19th century foundational U.S. documents of historical and literary significance for their themes and purposes.	9. (informational text) Does not analyze 17th-19th century foundational U.S. document.

Student Reads Texts of Various Complexities and From a Variety of Genres, and Applies Active Reading Strategies	10. (literature and informational texts) In grade 11 reads and comprehends grade level literature with scaffolding; and by the end of grade 12 reads and comprehends grade level literature independently and proficiently.	10. (literature and informational texts) In grade 11 reads and comprehends grade level literature with scaffolding; and by the end of grade 12 reads and comprehends grade level literature proficiently.	10. (literature and informational texts) In grade 11 reads and comprehends grade level literature with scaffolding; and by the end of grade 12 reads and comprehends grade level literature.	a. (literature and informational texts) In grade 11 does not read or comprehend grade level literature with scaffolding; and by the end of grade 12 does not read or comprehend grade level literature.
	CRLS 1. Independently annotates a text to actively read, asks questions, makes inferences, summarizes, and identifies unfamiliar vocabulary. Annotations connect to theme or main idea.	CRLS 1. Annotates a text to actively read, asks questions, makes inferences, summarizes, and identifies unfamiliar vocabulary. Annotations connect to theme or main idea.	CRLS 1. Annotates a text to actively read, asks questions, makes inferences, summarizes, and identifies unfamiliar vocabulary.	CRLS 1. Does not annotate a text to actively read, ask questions, make inferences, summarize, and identify unfamiliar vocabulary.