

# Westbrook High School Reading Rubric

21<sup>st</sup>-century learning expectation: *All students will achieve proficiency in reading a wide range of texts effectively.*

Category	Advanced (4)	Proficient (3)	Emerging (2)	Basic (1)
<p><b>Main Idea</b>  <i>CCSS.R.2: Determine theme(s), central idea(s), information, or conclusion(s)</i></p>	<ul style="list-style-type: none"> <li>Consistently demonstrates nuanced understanding of concepts and main ideas presented in a text.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates effective understanding of concepts and main ideas presented in a text.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates partial understanding of concepts and main ideas presented in a text.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates little or no recognition of concepts and main ideas presented in a text.</li> </ul>
<p><b>Interpretation</b>  <i>CCSS.R.4: Determine the meaning of words, phrases, and symbols</i>  <i>CCSS.R.6: Analyze point(s) of view</i>  <i>CCSS.R.3: Analyze development</i></p>	<ul style="list-style-type: none"> <li>Consistently distinguishes between what is directly stated and what is implied, including author's purpose and point of view.</li> </ul>	<ul style="list-style-type: none"> <li>Distinguishes between what is directly stated and what is implied, including author's purpose and point of view.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes distinguishes between what is directly stated and what is implied, including author's purpose and point of view.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates little or no distinction between what is directly stated and what is implied, including author's purpose and point of view.</li> </ul>
<p><b>Connection</b>  <i>CCSS.R.5: Analyze structure</i>  <i>CCSS.R.7: Analyze multiple interpretations or evaluate multiple sources</i>  <i>CCSS.R.9: Integrate or synthesize information from diverse sources</i></p>	<ul style="list-style-type: none"> <li>Consistently makes detailed insightful connections to previous readings or experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Makes appropriate connections to previous readings or experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to make general connections to previous readings or experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Makes few or no connections to previous readings or experiences.</li> </ul>
<p><b>Evidence</b>  <i>CCSS.R.1: Cite specific textual evidence</i></p>	<ul style="list-style-type: none"> <li>Offers multiple pieces of text-based evidence to support conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>Offers adequate text-based evidence to support conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>Offers text-based evidence that partially supports conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>Offers little or no relevant evidence to support conclusions.</li> </ul>