

Task: \_\_\_\_\_

Subject/Period: \_\_\_\_\_

## AHS School-Wide Reading For Understanding Rubric

### Academic Expectation: Read effectively for a variety of purposes

	<b>4 Exceeds Standard</b>	<b>3 Meets Standard</b>	<b>2 Approaching Standard</b>	<b>1 Below Standard</b>	<b>S Score</b>	<b>T Score</b>
<b>Identifying Key Ideas and Details</b>	The student thoroughly and accurately determines a central idea of a text and analyzes how the central idea emerges and is supported by specific details.	The student determines a central idea of a text and generally analyzes how the central idea emerges and is supported by specific details.	The student partially determines the central idea of a text and analyzes how the central idea emerges and is supported by specific details with some inaccuracies.	The student minimally or incorrectly determines the central idea of a text. The analysis of how the central idea emerges and is supported by specific details is limited or absent.		
<b>Examining Craft and Structure</b>	The student accurately determines the meaning and/or impact of words and phrases as they are used in the text.	The student determines the meaning and/or impact of words and phrases as they are used in the text with general accuracy.	The student determines the meaning and/or impact of words and phrases as they are used in the text with some inaccuracies.	The student minimally or incorrectly determines the meaning and/or impact of words and phrases as they are used in the text.		
<b>Making Inferences and Drawing Conclusions</b>	The student accurately determines what a text says explicitly and implicitly in order to draw conclusions and interpret the text in a highly effective manner.	The student determines what a text says explicitly and implicitly in order to draw conclusions and interpret the text in an effective manner.	The student determines what a text says explicitly and implicitly in order to draw conclusions and interpret the text in a limited manner.	The student minimally or incorrectly determines what a text says explicitly and implicitly.		
<b>Citing Textual Evidence</b>	The student cites strong and thorough textual evidence to support analysis in a highly effective manner.	The student cites strong and thorough textual evidence to support analysis in an effective manner.	The student cites textual evidence to support analysis in a limited manner.	The student cites few (if any) examples of textual evidence.		

Teacher Comments:

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Final Score: \_\_\_\_\_