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| **All Parts of Reading Closely Rubric** |
| **Objective:** | Objective |
| **Student Name:** | reading closely |
| **Grade Level:** | No Data Available |
| **Date of Rubric:** | September 4, 2014 |
| **Class:** | No Data Available |
|  | **1Beginning** | **2Developing** | **3Accomplished** | **4Exemplary** | **Score** |
| **Questioning**  | Student can't anticipate questions that may be asked and can not develop questions of their own.  | Student can think of one or maybe two questions that could be on a test about the content of the article. Student can describe what they know but not what they don't know about more information  | The student can develop broad questions that can be answered with the information contained. They can think of something they want to know more about but not necessarily a question  | Student reads the material and knows it enough to be able to develop pertinent questions that can be responded to with the information contained . The student also develops questions that they have for seeking more information | 0 |
| **Tracking evidence or information as you read with visual clues**  | Student can not consistently track evidence in the reading that is connected and therefore is unable to use the tracked evidence to refer to.  | Student can track one source of evidence at a time in the reading using notation marks. Student refers to the evidence when prompted.  | Student tracks evidence using a system of notating for one or two questions or analyzations at one time. Student refers to the notated evidence when responding.  | Student uses a system of notating in the reading that tracks evidence for multiple questions or analyzations at one time. Students use those tracked pieces of evidence consistently in their responses.  | 0 |
| **Reaching conclusions and inferences based on the evidence tracked and material read**  | Student can on,y draw basic information from the test that is explicitly stated. The student can only repeat the stated conclusions.  | Student can draw some inferences or some conclusions from the author. Each can be put into a statement of conclusion that may not be combined.  | Student can draw inferences and explicit information about the author and the reading and can combine some of that to reach a statement of conclusions.  | Student uses a system of notating in the reading that tracks evidence for multiple questions or analyzations at one time. Students use those tracked pieces of evidence consistently in their responses.  | 0 |
| **Seeking additional information to cooberate, compare, contrast and add to the knowledge**  | Student can't identify the missing information and can not find it on their own.  | Student may be able to identify the missing information but is unable to find it without direction.  | Student can identify what other information is needed and seeks out that information in one or two formats to synthesize with.  | Student identifies missing information needed to create a more clear picture of the information contained in the reading. The student seeks out and uses media, pictures, experiences and written words to synthesize.  | 0 |
| **Reflecting on knowledge from multiple sources, personal experience to come to new ideas or "next step" in a given set of learning.**  | Student can not synthesize information from other sources without clear direction on the connection and can not make it clear to others.  | Student uses one source of information to add to the original reading and struggles to make the connections clear to the reader.  | Student uses one or two sources of information to combine with the original reading and creates a clear picture of how they relate to each other.  | Student uses the multiple sources of information to create a clear picture that synthesizes multiple sources of information.  | 0 |