

	Exemplary	Accomplished	Developing	Beginning
Initial Understanding of Literary or Informational Text(s)	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently and skillfully paraphrases key ideas. <input type="checkbox"/> Generates insightful questions in order to increase understanding. <input type="checkbox"/> Insightfully demonstrates understanding of content-specific and general vocabulary and/or word meanings and relationships. <input type="checkbox"/> Skillfully expresses insightful understanding of relationships among facts, ideas, and events. 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently paraphrases key ideas. <input type="checkbox"/> Generates questions in order to increase understanding. <input type="checkbox"/> Demonstrates understanding of content-specific and general vocabulary and/or word meanings and relationships. <input type="checkbox"/> Expresses understanding of relationships among facts, ideas, and events. 	<ul style="list-style-type: none"> <input type="checkbox"/> Sometimes paraphrases key ideas. <input type="checkbox"/> Generates few or irrelevant questions in order to increase understanding. <input type="checkbox"/> Demonstrates some understanding of content-specific and general vocabulary and/or word meanings and relationships. <input type="checkbox"/> Expresses some understanding of relationships among facts, ideas, and events, but some confusion results. 	<ul style="list-style-type: none"> <input type="checkbox"/> Rarely or never paraphrases key ideas. <input type="checkbox"/> Generates irrelevant questions in order to increase understanding or does not generate questions. <input type="checkbox"/> Demonstrates little or no understanding of content-specific and general vocabulary and/or word meanings and relationships. <input type="checkbox"/> Expresses little to no understanding of relationships among facts, ideas, and events.
Analysis and Interpretation of Literary or Informational Text(s)	<ul style="list-style-type: none"> <input type="checkbox"/> Skillfully makes and supports insightful and logical predictions and inferences based on text(s). <input type="checkbox"/> Skillfully explains insightful connections within and across text(s). <input type="checkbox"/> Insightfully uses valid evidence from text to generate, validate, expand, and/or reflect one's own ideas. 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently makes and supports logical predictions and/or inferences based on the text(s). <input type="checkbox"/> Consistently explains connections within and across text(s). <input type="checkbox"/> Consistently uses valid evidence in text to generate, validate, expand, and/or reflect one's own ideas. 	<ul style="list-style-type: none"> <input type="checkbox"/> Sometimes makes and supports logical predictions and inferences based on text(s). <input type="checkbox"/> Explains some connections within and across text(s). <input type="checkbox"/> Sometimes uses valid evidence in text to generate, validate, expand, and/or reflect one's own ideas. 	<ul style="list-style-type: none"> <input type="checkbox"/> Rarely or never makes and supports logical predictions and inferences based on text(s). <input type="checkbox"/> Rarely or never explains connections within and across text(s). <input type="checkbox"/> Rarely or never uses valid evidence in text to generate, validate, expand, and/or reflect one's own ideas.

Notes:

Definition

Active Reading is the process of actively engaging with text in order to both understand (comprehend) what is being communicated and engage in an analysis and interpretation of the text.

Framing Language

Active Reading is required for a wide range of reading that may vary significantly across disciplines. The reading may require one to interact with, an article, a piece of literature, a speech, a script, a textbook or other material. This rubric distills the common elements of most active reading and is designed to function across all disciplines. It is broad-based enough to allow for individual differences among learners, yet is concise and descriptive in its scope to determine how well students have maximized their respective abilities to practice actively read in order to comprehend and analyze the text. This rubric is designed to measure the quality of their comprehension and is divided into two aspects: the ability to initially understand the literary or informational text, and the ability to analyze and interpret the literary or informational text.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Paraphrase:** restate ideas from a text in your own words
- **Logical Prediction:** use information from a text (including titles, headings, pictures, and diagrams) and their own personal experiences to anticipate what they are about to read (or what comes next).
- **Logical Inference:** a conclusion reached on the basis of evidence and reasoning.
- **Generate:** to bring into being
- **Validate:** to support or corroborate on a sound or authoritative basis