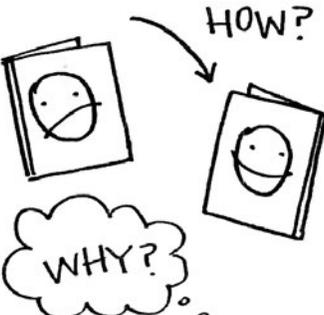# Narrative Reading Self-Assessment Rubric
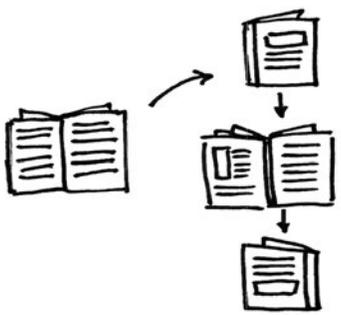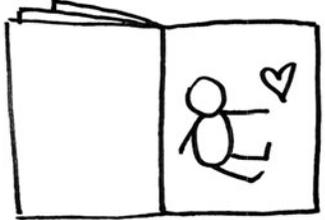
	Level 2	Level 3	Level 4
Inferring about Characters and Other Story Elements *Character Traits*	☐ I wrote about the big things the main character does, says, and thinks. ☐ I wrote about what these big things show about the character's feelings. ☐ If the main character faces a problem and solves it, I wrote about how the character does that. 	☐ I wrote an idea about the kind of person a character is, telling a trait (and not a feeling). ☐ When a character makes a big decision, I could use what happened earlier and the character's traits to tell why the character made that choice. 	☐ I wrote about how the character is complicated. He/she is more than one way (has multiple traits). ☐ I also wrote about what's going on inside the character (motivations and wants). ☐ When I thought and wrote about a character, I showed that I knew that small actions can signal something big.
Supporting Thinking with Text Evidence	☐ When asked, I could point to the part of the text that gave me my ideas.	☐ I supported my ideas with details from the text.	☐ I used details from different parts of the text to support my ideas and discussed *how* those details supported my ideas.

(*continues*)

	Level 2	Level 3	Level 4
Character Response/ Change	☐ I wrote about a way that the character changed. This might be the way the character's feelings changed in one part of the story, or the way the character's actions changed. ☐ I wrote about why the character changed.	☐ I wrote about a way or two that a character changed (maybe the character's feelings changed, or a way s/he acted changed, or a character's trait changed.) ☐ I discussed why the character changed. ☐ I referred to an earlier part of the text to tell about a key moment that caused the character to change.	☐ I continue to discuss how and why the character changed across the story. ☐ To discuss reasons for the change, I referred to earlier moments in the story. ☐ I also wrote about how other story elements (other characters, the setting, a problem) played a part in the change. ☐ If the character learns a life lesson, I thought about whether this tied to a theme of the story.
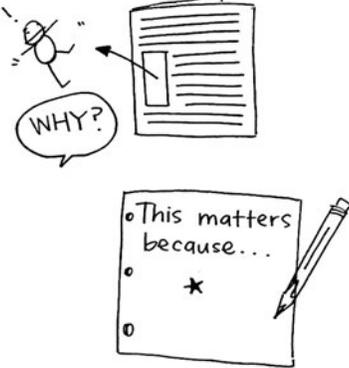
Narrative Reading Self-Assessment Rubric (continued)

	Level 2	Level 3	Level 4
Analyzing Parts of a Story in Relation to the Whole	☐ When asked to talk about the importance of a part in a story, I thought about how that part fits into the sequence of events. I could talk about what came before and what came after. ☐ When asked, I could note if a problem was introduced in the beginning of the story and then I could check to see whether that problem was solved near the end of the story.	☐ When asked to talk about the importance of a part of the story to the whole story, I named the part or story element (the problem, the setting). ☐ I wrote to explain how this part is important to the whole story. If it is the setting, for example, I thought "How is this particular setting important to the story?"	☐ When asked to talk about the importance of a part of the story to the whole story, I named the part or story element (the problem, the setting). ☐ I wrote to explain how this part is important to the whole story. If it is the setting, for example, I thought "How is this particular setting important to the story?"
Determining Themes/ Cohesion	☐ If I was asked to talk about a life lesson the character learned, I either retold a part of the story or I said my own ideas about what I learned from the story or felt about it.	☐ I wrote about a life lesson that the character learned. ☐ I wrote about how a part of the story showed this lesson.	☐ I wrote about a theme that comes through across most of the story. ☐ I provided details from across the text that support that theme. ☐ I explained how those parts from across the story show this theme.