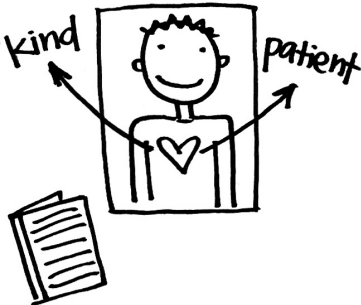


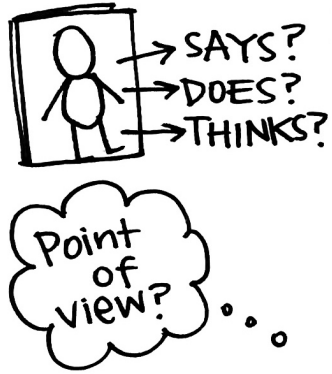
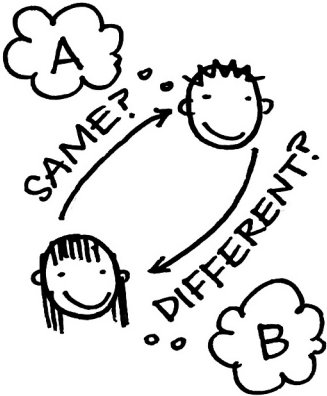
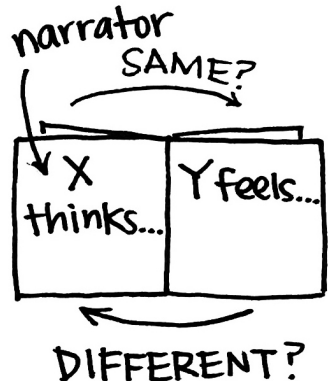


# Narrative Reading Self-Assessment Rubric

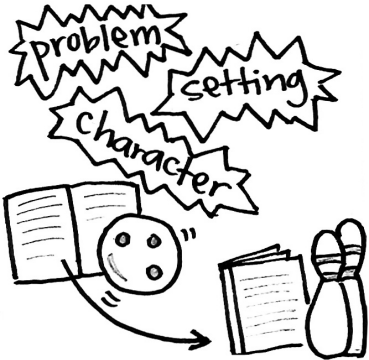

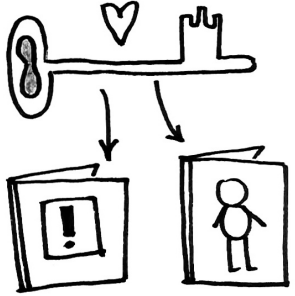
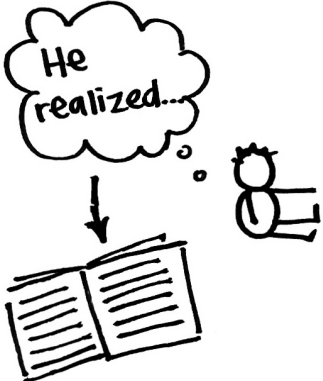
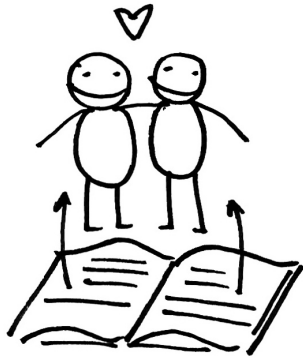
	Level 3	Level 4	Level 5
<p>Inferring about Characters and Other Story Elements</p> <p><i>Character Traits</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I wrote an idea about the kind of person a character is, telling a trait (and not a feeling).</li> <li><input type="checkbox"/> 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.</li> </ul> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> I wrote about how the character is complicated. He/she is more than one way (has multiple traits).</li> <li><input type="checkbox"/> I also wrote about what's going on inside the character (motivations and wants).</li> <li><input type="checkbox"/> When I thought and wrote about a character, I showed that I knew that small actions can signal something big.</li> </ul> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> I wrote about how the character was complicated and/or contradictory. To do this, I discussed the more hidden sides of the character as well as the obvious.</li> <li><input type="checkbox"/> I put these things together to come up with a theory about the character.</li> <li><input type="checkbox"/> I wrote about more than one thing that drives a character to act a certain way.</li> </ul> 
<p><i>Supporting Thinking with Text Evidence</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I supported my ideas with details from the text.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I used details from different parts of the text to support my ideas and discussed <i>how</i> those details supported my ideas.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I used specific details and quotes from different parts of the text to support my ideas and discussed <i>how</i> those details supported my ideas.</li> </ul>

(continues)

# Narrative Reading Self-Assessment Rubric (continued)

	Level 3	Level 4	Level 5
<b>Analyzing Perspective</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> To tell about a character's perspective, I wrote about how the character felt about something important in the story.</li> <li><input type="checkbox"/> I used what the character did, said, or thought to support my ideas.</li> </ul> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> To tell about a character's perspective, I wrote about how the character felt about something important in the story.</li> <li><input type="checkbox"/> I used what I know about the character's life experience or the roles s/he plays to explain why the character feels this way.</li> </ul> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> I wrote about a character's perspective on an event, another character, a setting, and/or an issue.</li> <li><input type="checkbox"/> To explain why a character has a particular perspective, I wrote about the character's life experiences, or about the particular role a character plays.</li> <li><input type="checkbox"/> When asked, I compared the perspectives of more than one character.</li> </ul> 

# Narrative Reading Self-Assessment Rubric (continued)

	Level 3	Level 4	Level 5
<p>Analyzing Parts of a Story in Relation to the Whole</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 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).</li> <li><input type="checkbox"/> 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?"</li> </ul> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> When asked to talk about the importance of a part of the story to the whole story, I named one part or aspect of a story—an event, setting, minor character.</li> <li><input type="checkbox"/> I wrote about the importance of the part to the whole story. If it is the setting, for example, I thought "How does this particular setting create a mood or explain the tension in the story?"</li> </ul> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> I used literary language to write about how this part or story element is important to the whole story.</li> <li><input type="checkbox"/> I discussed how this part supports a larger idea or theme in the text.</li> </ul> 
<p>Determining Themes/ Cohesion</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I wrote about a life lesson that the character learned.</li> <li><input type="checkbox"/> I wrote about how a part of the story showed this lesson.</li> </ul> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> I wrote about a theme that comes through across most of the story.</li> <li><input type="checkbox"/> I provided details from across the text that support that theme.</li> <li><input type="checkbox"/> I explained how those parts from across the story show this theme.</li> </ul> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> I wrote about more than one theme that the story develops.</li> <li><input type="checkbox"/> I discussed how parts of the text develop each theme, and mentioned key details.</li> <li><input type="checkbox"/> I discussed the technique(s) the author uses to highlight at least one of the themes.</li> </ul> 