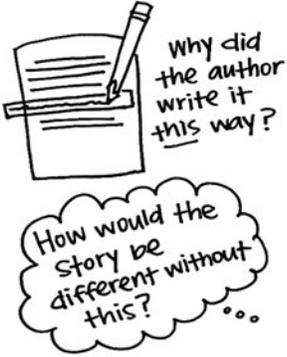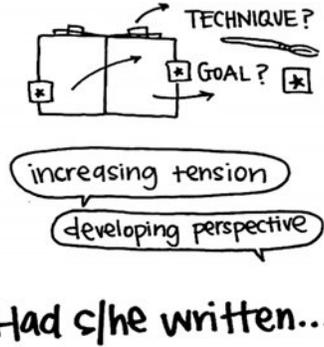# Narrative Reading Self-Assessment Rubric

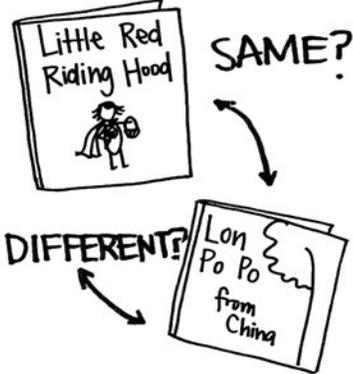|	Level 4	Level 5	Level 6
Analyzing Parts of a Story in Relation to the Whole	☐ When asked to talk about the importance of a part of the story to the whole story, I named the part or story element (the problem, the setting). ☐ I wrote to explain how this part is important to the whole story. If it is the setting, for example, I thought "How is this particular setting important to the story?"	☐ I used literary language to write about how this part or story element is important to the whole story. ☐ I discussed how this part supports a larger idea or theme in the text.	☐ When asked to do so, I discussed how even a very small part of the text—a sentence—supports larger ideas or themes, helps to develop a character, or otherwise helps the whole text. ☐ I used academic language to explain how this part plays a role in the story's structure.
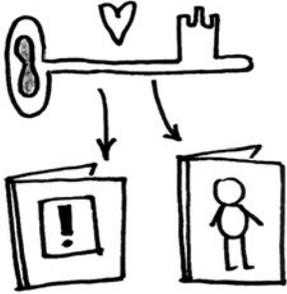
Narrative Reading Self-Assessment Rubric (continued)

	Level 4	Level 5	Level 6
Analyzing Author's Craft	☐ I identified the craft techniques the author used. ☐ I wrote about the goal the author seems to have been trying to achieve. ☐ If asked to do so, I wrote about craft techniques the author uses to support the theme, to highlight what the story is *really* about. 	☐ I identified the craft techniques the author used. ☐ I wrote about the goals the writer might have had in mind. ☐ I used literary language in my response. ☐ I wrote about how the text would have been different if the author had made different craft choices. 	☐ I wrote about how the author introduced and developed the characters, setting, and/or problem(s), noticing the choices, literary techniques, and language the author used across the story. ☐ I analyzed how the author's choice of words affected the tone and mood of various parts of the text.
Determining Themes/ Cohesion	☐ 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. 	☐ I wrote about more than one theme that the story develops. ☐ I discussed how parts of the text develop each theme, and mentioned key details. ☐ I discussed the technique(s) the author uses to highlight at least one of the themes. 	☐ I wrote about more than one theme, detailing how parts of the text support each theme. ☐ I weighed which themes are most strongly supported across the texts. ☐ I wrote about literary devices, such as symbolism that support the theme.
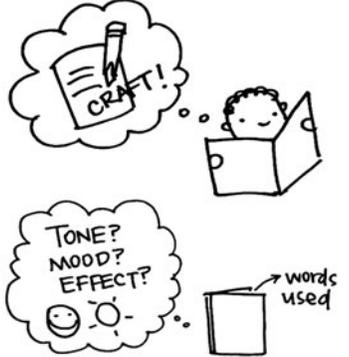
	Level 4	Level 5	Level 6
Comparing and Contrasting Story Elements and Themes	☐ After reading two stories with a similar theme, I could write about similarities and differences in the theme and in the ways the theme was developed in the two texts. ☐ I could also compare other story elements. I asked myself, "Do characters from the texts react in similar ways to an issue? Does the setting have a similar role in the two stories?"	☐ When I read several texts, I could discuss how the same theme was developed in similar and different ways across the texts. ☐ As part of this, I discussed how author's craft was used differently in each text to develop the theme.	☐ When I read several texts, I could explain how the same theme was developed in similar and different ways across the texts. ☐ I could explain how author's craft was used to develop a theme in different ways across texts. ☐ When shown a multimedia and print version of a text, I could compare and contrast the effects the different versions had on the development of the theme.