Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Assignment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**The THS student will demonstrate effective communication through reading. (Targeted level of achievement is 3-Proficient)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Criteria** | **4-Exemplary****Exceeds Expectation** | **3-Proficient****Meets the expectation** | **2-Developing****Almost meets the expectation** | **1-Beginning****Needs significant growth to meet the expectation** | **Teacher****score** | **Student****Score****(optional)** |
| **Reads for understanding of text** | ●Insightfully uses the text to comprehendconcepts and/ormain ideas●Readily draws meaning from subtle context clues | ●Uses the text to comprehend concepts and/or main ideas●Draws meaning from subtle context clues | ●Occasionally uses the text to comprehend concepts and/or main ideas ●Attempts to draw meaning from context clues | ●Rarely or never uses the text to comprehend concepts and/or main ideas ●Draws little to no meaning from context clues |  |  |
| **Analyzes content relationships** | Conveys significant understanding of relationships among facts, ideas, sequence and events in a variety of texts | Conveys understanding of relationships among facts, ideas, sequence and events in a variety of texts | Conveys occasional understanding of relationships among facts, ideas, sequence and events in a variety of texts | Conveys little or no understanding of relationships among facts, ideas, sequence and events in a variety of texts |  |  |
| **Uses evidence to support ideas** | Consistently and accurately uses evidence to generate, validate, predict, expand and support one’s stance | Adequately uses evidence to generate, validate, predict, expand and support one’s stance | Occasionally uses evidence to generate, validate, predict, expand and support one’s stance | Rarely or never uses evidence to generate, validate, predict, expand and support one’s stance and/or does so inaccurately |  |  |
| **Identifies author’s meaning and bias** | Consistently and effectively interprets author’s meaning and/or potential bias | Frequently interprets author’s meaning and/or potential bias | Occasionally interprets author’s meaning and/or potential bias | Rarely or never interprets author’s meaning and/or potential bias |  |  |
| **OVERALL** | ------- | ------- | ------ | ------ |  |  |