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 comprehend  concepts and/or  main 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** | ------- | ------- | ------ | ------ |  |  |