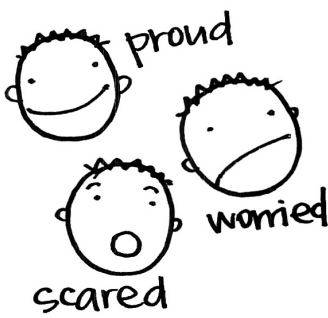
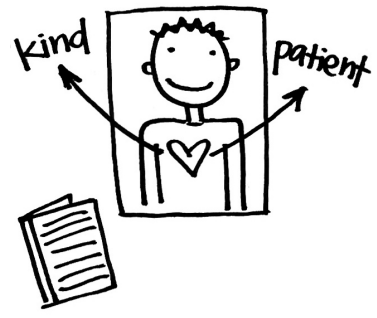

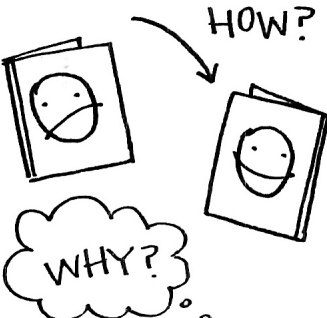
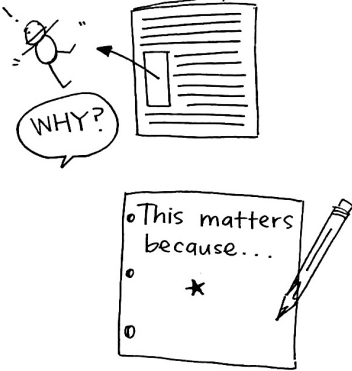
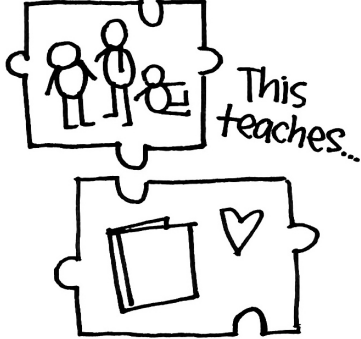


# Narrative Reading Self-Assessment Rubric

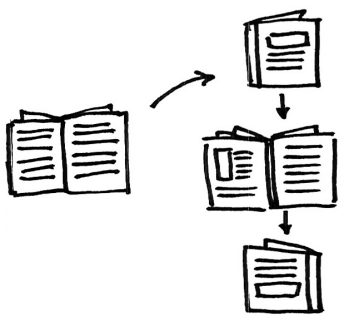
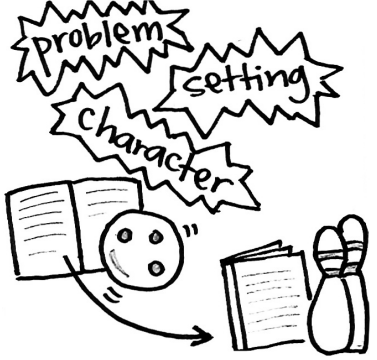

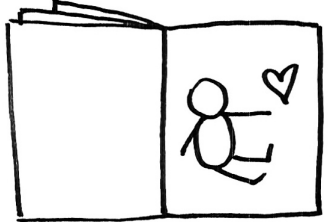
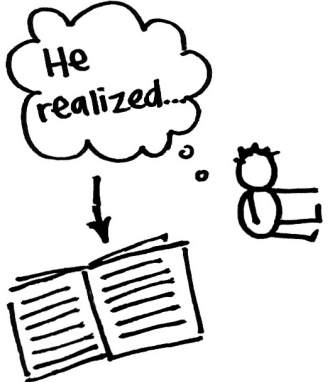
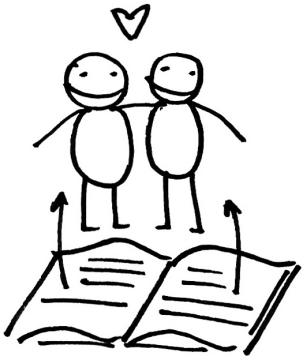
|   | Level 2   | Level 3   | Level 4   |
|---|---|---|---|
| <p>Inferring about Characters and Other Story Elements</p> <p><i>Character Traits</i></p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> I wrote about the big things the main character does, says, and thinks.</li> <li><input type="checkbox"/> I wrote about what these big things show about the character's feelings.</li> <li><input type="checkbox"/> If the main character faces a problem and solves it, I wrote about how the character does that.</li> </ul>  | <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>  |
| <p><i>Supporting Thinking with Text Evidence</i></p>                                      | <ul style="list-style-type: none"> <li><input type="checkbox"/> When asked, I could point to the part of the text that gave me my ideas.</li> </ul>   | <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>   |

(continues)

# Narrative Reading Self-Assessment Rubric (continued)

|                           | Level 2  | Level 3  | Level 4  |
|---------------------------|--|--|--|
| Character Response/Change | <ul style="list-style-type: none"> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> I wrote about why the character changed.</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> 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.)</li> <li><input type="checkbox"/> I discussed why the character changed.</li> <li><input type="checkbox"/> I referred to an earlier part of the text to tell about a key moment that caused the character to change.</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> I continue to discuss how and why the character changed across the story.</li> <li><input type="checkbox"/> To discuss reasons for the change, I referred to earlier moments in the story.</li> <li><input type="checkbox"/> I also wrote about how other story elements (other characters, the setting, a problem) played a part in the change.</li> <li><input type="checkbox"/> If the character learns a life lesson, I thought about whether this tied to a theme of the story.</li> </ul>  |

# Narrative Reading Self-Assessment Rubric (continued)

|   | Level 2  | Level 3   | Level 4  |
|---|--|---|--|
| <p><b>Analyzing Parts of a Story in Relation to the Whole</b></p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> 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.</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 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>  |
| <p><b>Determining Themes/ Cohesion</b></p>                        | <ul style="list-style-type: none"> <li><input type="checkbox"/> 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.</li> </ul>   | <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>   |