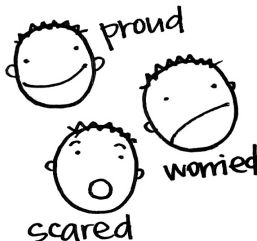
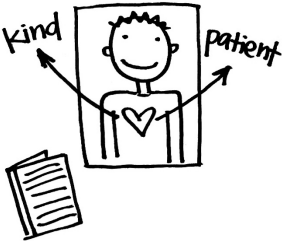
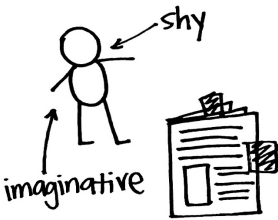

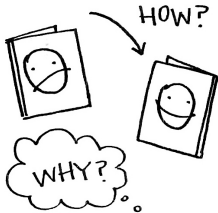
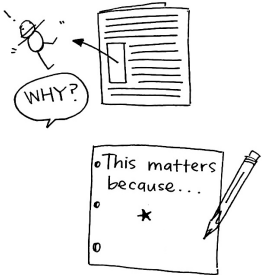

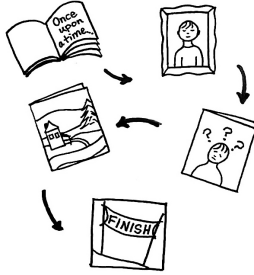


Narrative Reading Self-Assessment Rubric

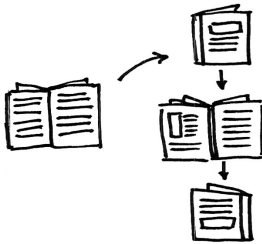


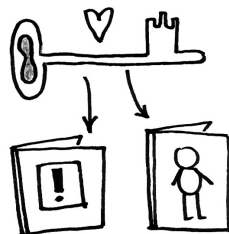
	Level 2	Level 3	Level 4	Level 5
Inferring about Characters and Other Story Elements <i>Character Traits</i>	<input type="checkbox"/> I wrote about the big things the main character does, says, and thinks. <input type="checkbox"/> I wrote about what these big things show about the character's feelings. <input type="checkbox"/> If the main character faces a problem and solves it, I wrote about how the character does that. 	<input type="checkbox"/> I wrote an idea about the kind of person a character is, telling a trait (and not a feeling). <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. 	<input type="checkbox"/> I wrote about how the character is complicated. He/she is more than one way (has multiple traits). <input type="checkbox"/> I also wrote about what's going on inside the character (motivations and wants). <input type="checkbox"/> When I thought and wrote about a character, I showed that I knew that small actions can signal something big. 	<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. <input type="checkbox"/> I put these things together to come up with a theory about the character. <input type="checkbox"/> I wrote about more than one thing that drives a character to act a certain way. 
Supporting Thinking with Text Evidence	<input type="checkbox"/> When asked, I could point to the part of the text that gave me my ideas.	<input type="checkbox"/> I supported my ideas with details from the text.	<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.	<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.

(continues)

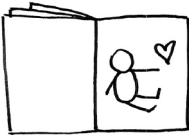
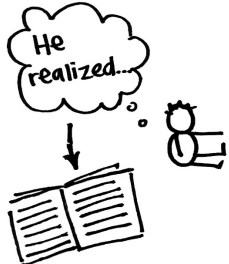
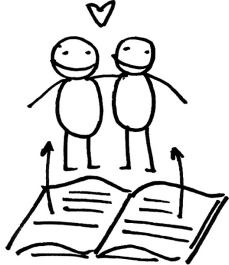
Narrative Reading Self-Assessment Rubric (continued)

	Level 2	Level 3	Level 4	Level 5
Character Response/Change	<p><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.</p> <p><input type="checkbox"/> I wrote about why the character changed.</p> 	<p><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.)</p> <p><input type="checkbox"/> I discussed why the character changed.</p> <p><input type="checkbox"/> I referred to an earlier part of the text to tell about a key moment that caused the character to change.</p> 	<p><input type="checkbox"/> I continue to discuss how and why the character changed across the story.</p> <p><input type="checkbox"/> To discuss reasons for the change, I referred to earlier moments in the story.</p> <p><input type="checkbox"/> I also wrote about how other story elements (other characters, the setting, a problem) played a part in the change.</p> <p><input type="checkbox"/> If the character learns a life lesson, I thought about whether this tied to a theme of the story.</p> 	<p><input type="checkbox"/> I wrote about subtle as well as more obvious changes in characters.</p> <p><input type="checkbox"/> I wrote about multiple possible causes for the changes.</p> <p><input type="checkbox"/> If the character's changes or lessons were important to the whole story and to the theme, I discussed this.</p> <p><input type="checkbox"/> I knew that a character's change can teach readers about how people like the character deal with issues or challenges.</p> 

Narrative Reading Self-Assessment Rubric (continued)

	Level 2	Level 3	Level 4	Level 5
Analyzing Parts of a Story in Relation to the Whole	<div> <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. <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. </div> 	<div> <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). <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?" </div> 	<div> <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. <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?" </div> 	<div> <input type="checkbox"/> I used literary language to write about how this part or story element is important to the whole story. <input type="checkbox"/> I discussed how this part supports a larger idea or theme in the text. </div> 

Narrative Reading Self-Assessment Rubric (continued)

	Level 2	Level 3	Level 4	Level 5
Determining Themes/ Cohesion	<p><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.</p> 	<p><input type="checkbox"/> I wrote about a life lesson that the character learned.</p> <p><input type="checkbox"/> I wrote about how a part of the story showed this lesson.</p> 	<p><input type="checkbox"/> I wrote about a theme that comes through across most of the story.</p> <p><input type="checkbox"/> I provided details from across the text that support that theme.</p> <p><input type="checkbox"/> I explained how those parts from across the story show this theme.</p> 	<p><input type="checkbox"/> I wrote about more than one theme that the story develops.</p> <p><input type="checkbox"/> I discussed how parts of the text develop each theme, and mentioned key details.</p> <p><input type="checkbox"/> I discussed the technique(s) the author uses to highlight at least one of the themes.</p> 