

## 11<sup>th</sup>-12<sup>th</sup> Grade Reading Rubric - Literature

Student Name: \_\_\_\_\_

Date:

Teacher Name:
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<p><b>Reading Skill</b></p>
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Almost Never 1
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Rarely
2

**Occasionally**  
**3**

**Frequently**  
**4**

Almost  
Always  
5

## Key Ideas and Details

Analyze and cite strong, clear, and thorough textual evidence to support what the text says explicitly as well as inferences drawn from the text, including where the text leaves room for subjective interpretation and perspective.

**(RL.11-12.1) (DOK 1,2,3)**

Determine two or more themes or central ideas of a text and analyze their

ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. **(RL.11-12.2) (DOK 2,3,4)**

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Analyze the impact of the author's choices regarding how to develop and relate

<p>regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). <b>(RL.11-12.3.) (DOK 2,3,4)</b></p>
<p><b>Craft and Structure</b></p>
<p>Determine the meaning of words and</p>

[illegible]

meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. **(RL.11-12.4) (DOK 2,3)**

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Analyze how an author's choices

concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. **(RL.11-12.5) (DOK 3,4)**

Analyze a case in which grasping point of view or perspective requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). (RL.11-12.6) (DOK 3,4)

Integration of Knowledge and Ideas										
Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (See list of possible texts in appendix.) <b>(RL.11-12.7) (DOK 3,4)</b>										
(Not applicable to literature) <b>(RL.11-12.8.)</b>										
Demonstrate knowledge of eighteenth-, nineteenth-, twentieth-, and twenty-first-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. <b>(RL.11-12.9) (DOK 3,4)</b>										
Range of Reading and Level of Text Complexity										
By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently. <b>(RL.11-12.10) (DOK 1,2)</b>										

**\*Rating Descriptors Operationally Defined:**

**Almost Never** – grade level standard/skill is demonstrated/observed very little or not at all (with appropriate accommodations) with no generalization of skill across days and novel tasks.

**Rarely** – grade level standard/skill is demonstrated/observed infrequently (with appropriate accommodations) with little or no generalization of skill across days and novel tasks; teacher prompting does not always result in demonstration of skill.

**Occasionally** – grade level standard/skill is demonstrated/observed periodically (with appropriate accommodations) with inconsistent generalization across days and novel tasks; teacher prompting is often necessary for skill to be generalized.

**Frequently** – grade level standard/skill is demonstrated/observed often (with appropriate accommodations) with consistent generalization of skill across days and novel tasks; occasional teacher prompting is necessary for skill to be generalized.

**Almost Always** – grade level standard/skill is demonstrated/observed most of the time (with appropriate accommodations) with consistent and independent generalization of skill across days and novel tasks.

Place calendar date next to the numeral to signify date of data summary, and a listing of utilized data sources, summary and next steps in the appropriate spaces

Date #1:	Baseline Data Sources
Date #2:	Data Sources:
Summary: Next Steps:	
Date #3:	Data Sources:
Summary: Next Steps:	
Date #4:	Data Sources:
Summary: Next Steps:	
Date #5:	Data Sources:
Summary: Next Steps:	
Date #6:	Data Sources:
Summary: Next Steps:	
Date #7:	Data Sources:
Summary: Next Steps:	
Date #8:	Data Sources:
Summary: Next Steps:	
Date #9:	Data Sources:
Summary: Next Steps:	
Date #10:	Data Sources:
Summary: Next Steps:	
Date #11:	Data Sources:
Summary: Next Steps:	
Date #12:	Data Sources:
Summary: Next Steps:	
Date #13:	Data Sources:
Summary: Next Steps:	
Date #14:	Data Sources:
Summary: Next Steps:	
Date #15:	Data Sources:
Summary: Next Steps:	
Date #16:	Data Sources:
Summary: Next Steps:	
Date #17:	Data Sources:
Summary: Next Steps:	
Date #18:	Data Sources:
Summary: Next Steps:	