

READING LEVEL 6/2007 ASSESSMENTS

| RL.ST.06.01 Creates a student reader's response portfolio using self-directed and assigned readings that demonstrates metacognitive awareness. | | | |
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| Advanced | Proficient | Developing | Emerging |
| <ul style="list-style-type: none"> • Use of reader's portfolio is exceptionally reflective and thought-provoking • Metacognitive awareness is evident in all parts of portfolio exercises • Portfolio consists of reflections on 10 or more texts. • Portfolio serves as an exemplar to others | <ul style="list-style-type: none"> • Creates and consistently employs a reader's response portfolio • Consistently demonstrates metacognitive awareness (literary elements, compares/contrasts, theme, etc.) through portfolio exercises focused on self-directed and assigned readings • Portfolio consists of reflections on 8 pre-approved long and short pieces from a variety of genres. | <ul style="list-style-type: none"> • Many exercises indicate metacognitive awareness • Portfolio consists of fewer than 8 texts. | <ul style="list-style-type: none"> • Attempts to indicate metacognitive processes • Portfolio consists of fewer than 3 texts. |

| RL.ST.06.02 Critiques the power, logic, reasonableness, and audience appeal of arguments. | | | |
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| Advanced | Proficient | Developing | Emerging |
| <ul style="list-style-type: none"> • Demonstrates to others how to identify and critique the power, logic, reasonableness, and audience appeal of arguments. | <ul style="list-style-type: none"> • Consistently critiques the power, logic, reasonableness, and audience appeal of arguments (bias, emotional effects, word choice, sentence structure, well-supported arguments, etc.) | <ul style="list-style-type: none"> • Can usually identify and critique the power, logic, reasonableness, and audience appeal of arguments. | <ul style="list-style-type: none"> • Attempts to critique the power, logic, reasonableness, and audience appeal of arguments. |

| RL.ST.06.03 Continues to analyze multiple literary elements in texts. | | | |
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| Advanced | Proficient | Developing | Emerging |
| <ul style="list-style-type: none"> • Uses specific evidence from the text to model analyzing literary elements for others. | <ul style="list-style-type: none"> • Consistently analyzes several literary elements in a text. | <ul style="list-style-type: none"> • Analyzes few literary elements in a text. | <ul style="list-style-type: none"> • Attempts to analyze a literary element. |

| RL.ST.06.04 Demonstrates the ability to respond to literature. | | | |
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| Advanced | Proficient | Developing | Emerging |
| <ul style="list-style-type: none"> • Responds to literature using a variety of metacognitive strategies | <ul style="list-style-type: none"> • Consistently responds to and analyzes literature using evidence from the text. | <ul style="list-style-type: none"> • Much of the time responds to literature | <ul style="list-style-type: none"> • Attempts to respond to literature |

| RL.ST.06.05 Recognizes the importance of vocabulary when building comprehension. | | | |
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| Advanced | Proficient | Developing | Emerging |
| <ul style="list-style-type: none"> Teaches and quizzes other students new vocabulary words using multiple strategies for learning vocabulary | <ul style="list-style-type: none"> Independently creates personal vocabulary list from each text read and explores words using multiple strategies such as spelling, parts of speech, definitions, prefixes/roots/suffixes, visualization, and/or correct usage in sentences. | <ul style="list-style-type: none"> Sometimes creates personal vocabulary lists for texts using several vocabulary strategies | <ul style="list-style-type: none"> Attempts upkeep of personal vocabulary using few strategies |

| RL.ST.06.06 Analyzes themes across a variety of texts by making connections and using evidence. | | | |
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| Advanced | Proficient | Developing | Emerging |
| <ul style="list-style-type: none"> All of proficient AND Creates a product to teach others | <ul style="list-style-type: none"> Analyzes, defends and connects themes across a variety of texts. | <ul style="list-style-type: none"> Analyzes and defends theme across a variety of texts. | <ul style="list-style-type: none"> Attempts to analyze a theme across a variety of texts. |

| RL.ST.06.07 Analyzes a variety of literary genres focusing on interpreting passages in both fiction and nonfiction (i.e., classic literature). | | | |
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| Advanced | Proficient | Developing | Emerging |
| <ul style="list-style-type: none"> All of proficient AND Leads a discussion on interpretation of passage and provides evidence. | <ul style="list-style-type: none"> Analyzes a variety of literary genres focusing on interpreting passages. | <ul style="list-style-type: none"> Interprets some passages from a variety of literary genres. | <ul style="list-style-type: none"> Attempts to interpret a passage. |

| RL.ST.06.08 Identifies persuasive devices and propaganda techniques. | | | |
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| Advanced | Proficient | Developing | Emerging |
| <ul style="list-style-type: none"> Teaches others what devices authors use to persuade others and how to identify those devices. | <ul style="list-style-type: none"> Consistently identifies specific devices an author uses to persuade readers. | <ul style="list-style-type: none"> Sometimes can identify devices authors use to persuade readers. | <ul style="list-style-type: none"> Attempts to identify devices authors use to persuade readers. |

| RL.FL.06.01 Performs for an audience while teaching a genre of choice (non-fiction, poetry, play, short stories) | | | |
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| Advanced | Proficient | Developing | Emerging |
| <ul style="list-style-type: none"> Advanced on performance rubric Teaches multiple genres | <ul style="list-style-type: none"> Proficient on performance rubric Teaches all major aspects of genre of choice | <ul style="list-style-type: none"> Developing on performance rubric Teaches several parts of genre of choice | <ul style="list-style-type: none"> Emerging on performance rubric Attempts to teach genre of choice |