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|  | **Exceeds Standards**  “I know/Can do it well enough to make connections that weren’t taught.” | **Standard**  “I know/Can do everything that was taught without making mistakes” | **Approaching Standard**  I know/Can do all the easy parts, but I don’t know/can’t do the harder parts.” | **Below Standard**  “With help, I know/can do some off what was taught” |
| **Critical Reading** | **TECHNIQUES**   * Underline/highlights meaningful parts (not randomly selected materials) * Interesting questions responding to the text are written in the margins * Summarizes main points * Makes connections to previous knowledge and class material * Examines the text for bias * Makes inferences and predictions * Stars sentences that are most important * Puts questions marks next to sentences that are confusing   **ANALYSIS**   * Quantity: There were plenty of analytical comments/questions made but the teacher can still “see the page” (the student didn’t overdo it) * Quality: Uses high *Levels of Understanding to* write comments and question author (Text-Text, Text-Other Texts, Text-Reader, Text-World) | **TECHNIQUES**  Students does most of the elements required and in “Exceeds Standards” however there was more information that could have been critically read  **ANALYSIS**   * Quantity: There were SOME analytical comments/questions made, but they could have written a few more * Quality: Uses SOME high *Levels of Understanding to* write comments and question author, but a lot of the comments were rather simple | **TECHNIQUES**  The student is critically reading, however not many techniques were used.  **ANALYSIS**   * Quantity: A few attempts were made to analyze * Quality: Once or twice the student seemed to be making an interesting connection but it’s not complete clear the student know how to analyze the text | **TECHNIQUES**  The students ONLY underlines and/or highlights.  **ANALYSIS**   * Quantity: Only one or two attempts were made to analyze the text * Quality: With a little guidance this student can create analytical comments when reading a text |