College and Career Readiness Standard Rubrics:
CCR Reading Standard Foundational Anchor 4

# CCR Reading Standard Foundational Anchor: Read with sufficient accuracy and fluency to support comprehension. (Fluency)***Level A Rubric***

| **Basic** | **Developing** | **Proficient** | **Mastery** |
| --- | --- | --- | --- |
| * Unable to read grade-level text with purpose and understanding.
* Unable to read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
* Unable to use context to confirm or self-correct word recognition and understanding, rereading as necessary
 | * With modeling and support, reads grade-level text with purpose and understanding.
* With modeling and support, reads grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
* Sometimes uses context to confirm or self-correct word recognition and understanding, rereading as necessary
 | * With minimum help reads grade-level text with purpose and understanding.
* With some help reads grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
* Often uses context to confirm or self-correct word recognition and understanding, rereading as necessary
 | * Independently reads grade-level text with purpose and understanding.
* Independently reads grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
* Always uses context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.K.4 and 1.4 merge).
 |

# CCR Reading Standard Foundational Anchor: Read with sufficient accuracy and fluency to support comprehension. (Fluency)***Level B Rubric***

| **Basic** | **Developing** | **Proficient** | **Mastery** |
| --- | --- | --- | --- |
| * With modeling and support, reads grade-level text with purpose and understanding.
* With modeling and support reads grade-level prose and poetry orally with limited accuracy, appropriate rate, and expression on successive readings.
* Rarely or never uses context to confirm or self-correct word recognition and understanding, rereading as necessary.
 | * With minimum help, reads grade-level text with purpose and understanding.
* With prompting and support, reads grade-level prose and poetry orally with somewhat proper accuracy, appropriate rate, and expression on successive readings.
* Seldom uses context to confirm or self-correct word recognition and understanding, rereading as necessary.
 | * Usually reads grade-level text with purpose and understanding.
* Reads grade-level prose and poetry orally with reasonable accuracy, appropriate rate, and expression on successive readings.
* Often uses context to confirm or self-correct word recognition and understanding, rereading as necessary.
 | * Demonstrate well-developed skills in reading grade-level text with purpose and understanding.
* Reads grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
* Regularly uses context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.2.4 and 3.4 merge).
 |

# CCR Reading Standard Foundational Anchor: Read with sufficient accuracy and fluency to support comprehension. (Fluency)***Level C Rubric***

| **Basic** | **Developing** | **Proficient** | **Mastery** |
| --- | --- | --- | --- |
| * Hardly ever uses combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
 | * Sometimes uses combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
 | * Often uses combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
 | * Proficiently and constantly uses combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (RF.4.3 and 5.3 merge)
 |