College and Career Readiness Standard Rubrics: CCR Reading Anchor 1

# CCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text ***Level A and B Rubrics***

|  | **Basic** | **Developing** | **Proficient** | **Mastery** |
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| **Level A Rubric** | * With modeling and sentence starters, ask basic questions about events, characters and topics in the text. | * With prompting and support, ask questions about key details in a text and think-aloud with instructor to discover answers. | * Ask questions about key details in a text, and discover answers with prompting and support. | * Ask and answer questions about key details in a text. (RI/RL.1.1) |
| **Level B Rubric** | * With modeling and sentence starters can ask basic questions as who, what, where, and when to demonstrate literal understanding of a text. * With guidance can scan for answers to literal or “right-there” questions in a text. | * With prompting and support ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. | * Ask and answer such questions as who, what, where, and when to demonstrate understanding of key details in a text. * With support generate questions for and find answers to why and how * To demonstrate understanding of key details in a text. | * Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RI/RL 2.1) |

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|  | **Basic** | **Developing** | **Proficient** | **Mastery** |
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| **Level C Rubric** | * With prompting, refers to the text as the basis for the answers to questions that demonstrate understanding of a text. | * Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RI/RL.3.1) | * Refer to details and examples in a text when explaining what the text says explicitly. * Think –aloud with teacher or classmates to support inferences with examples from the text. * Identify a specific part of the text when explaining what the text says explicitly and when drawing inferences from the text. | * Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI/RL.4.1) * Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI/RL. 5.1) |
| **Level D Rubric** | * Participate in think-aloud with teacher or classmate to analyze text and find textual evidence to support analysis. | * When given choices of textual evidence, appropriately matches evidence with analysis of what the text says explicitly as well as inferences drawn from the text. | * Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI/RL. 6.1) | * Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI/RL. 7.1) * Application: Cite specific textual evidence to support analysis of primary and secondary sources. (RH 6-8.1) * Application: Cite specific textual evidence to support analysis of science and technical sources. (RST 6-8.1) |

# CCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ***Level E Rubric***

|  | **Basic** | **Developing** | **Proficient** | **Mastery** |
| --- | --- | --- | --- | --- |
| **Level E Rubric** | * With prompting and support, cite textual evidence supports an analysis of what the text says explicitly as well as inferences drawn from the text. | * Cite textual evidence that supports an analysis of what the text says explicitly as well as inferences drawn from the text. | * Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RI/RL. 8.1) | * Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI/RL 9-10.1) * Application: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. * Application: cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. |