College and Career Readiness Standard Rubrics: CCR Reading Anchor 6

# CCR Reading Anchor 6: Assess how point of view or purpose shapes the content and style of a text. ***Level B & C Rubric***

|  | **Basic** | **Developing** | **Proficient** | **Mastery** |
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| **Level B Rubric** | * Partial understanding of author's topic and/or author's purpose with teacher assistance. * Identify specific language clues (I, he, she, they, etc.) to distinguish between 1st and 3rd person narration with teacher assistance. | * General understanding of author's topic and/or author's purpose. Able to identify simple thesis statements with some teacher and/or peer assistance. * Distinguish between 1st, 2nd, and 3rd person narration and identify who (character or narrator) is telling the story with some teacher and/or peer assistance. | * Identify author's purpose of a text, including an understanding of the thesis statement, independently. * Summarize the author's point of view and identify specific areas a student may agree or disagree with, independently. | * Identify the main purpose of a text, including what the author wants to answer, explain, or describe. * Distinguish their own point of view from that of the author of a text. |
| **Level C Rubric** | * Identify key similarities and differences of two different accounts of the same event or topic with teacher assistance. * Determine an author's point of view or purpose, and identify an appropriate example from the text with teacher assistance. | * Identify similarities and differences of two different account of the same even or topic with some peer and/or teacher assistance. * Determine an author's point of view or purpose, and identify appropriate examples from the text with some teacher and/or peer assistance. | * Analyze first and second hand accounts of the same event or topic independently, noting differences in point of view, independently. * Determine an author's point of view or purpose, and identify multiple examples from the text independently. | * Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. * Describe how a narrator’s or speaker’s point of view influences how events are described. |

# CCR Anchor 6: Assess how point of view or purpose shapes the content and style of a text. ***Level D & E Rubrics***

|  | **Basic** | **Developing** | **Proficient** | **Mastery** |
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| **Level D Rubric** | * Determine an author’s point of view or purpose in a text and identify an appropriate example of how the author acknowledges and responds to conflicting evidence or viewpoints with teacher assistance. * Identify clues from a text that reveals the author’s point of view or purpose with teacher assistance. | * Determine an author’s point of view or purpose in a text and identify appropriate examples of how the author acknowledges and responds to conflicting evidence or viewpoints with some peer and/or teacher assistance. * Identify clues from a text that reveals the author’s point of view or purpose with some teacher and/or peer assistance. | * Determine an author’s point of view or purpose in a text and independently describe how the author acknowledges and/or responds to conflicting evidence or viewpoints, independently. * Identify specific language from a text that reveal the author’s point of view or purpose, independently. | * Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. * Identify and explain how aspects of a text reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). |
| **Level E Rubric** | * Identify examples of common each rhetorical appeals in a text (logos, pathos, ethos) with teacher assistance. * Identify a specific example in a case which requires distinguishing what is directly stated in a text from what is really meant (e.g. satire, sarcasm, irony, or understatement) with teacher assistance. | * Identify multiple examples of common rhetorical appeals in a text (logos, pathos, ethos) with some teacher and/or peers assistance. * Identify specific examples in a case which require distinguishing what is directly stated in a text from what is really meant (e.g. satire, sarcasm, irony, or understatement) with some teacher or peer assistance. | * Identify multiple examples of common rhetorical appeals in a text (logos, pathos, ethos) and describe how the author uses this rhetoric to advance the point of view or purpose, independently. * Identify specific examples in a case which require distinguishing what is directly stated in a text from what is really meant (e.g. satire, sarcasm, irony, or understatement) and describe how these examples reveal the author’s point of view or purpose, independently. | * Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. * Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g. satire, sarcasm, irony, or understatement). |