

## Reading Rubrics: Grade 6

**Rubric assumes an increasing level of skill applications between grade levels.**

WORD IDENTIFICATION and VOCABULARY	
6WRDVOC Student uses strategies to decode and comprehend meaning of words in text.	
Grade 6	
<b>Level 4</b> (Advanced)	<b>In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.</b>
	Level 3.5   In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
<b>Level 3</b> (Proficient)	<p><b>Student will:</b></p> <ol style="list-style-type: none"> <li>a. demonstrate knowledge of word structure (root words, prefixes, suffixes, compound words, plurals, and abbreviations) and language structure through reading words in text (word order, grammar).</li> <li>b. determine the meaning of unfamiliar words (e.g. vocabulary) by using knowledge of phonetics, context and visual clues.</li> <li>c. identify relationships among words (e.g. synonyms, antonyms, homophones, and homographs) and identify shades of meaning (e.g. happy, ecstatic) and analogies,</li> <li>d. obtain information using text features (e.g. bolded or italicized text, pictures, illustrations, graphs, charts or sub-headings) and text structures, (e.g. cause and effect, question/answer, description, etc.)</li> <li>e. self-monitor and self-correct while reading (e.g. sounding out words, adjusting reading pace, rereading difficult or relevant material).</li> </ol> <p><b>The student exhibits no major errors or omissions.</b></p>
	Level 2.5   The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
<b>Level 2</b> (Making progress)	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• confuses word structure and language structure when reading words in text.</li> <li>• relies on visual clues to determine the meaning of unfamiliar words.</li> <li>• identifies relationships among words (i.e. synonyms, antonyms, and homophones).</li> <li>• obtains information using text features (i.e. bolded or italicized text, pictures, and illustrations).</li> <li>• corrects reading with teacher prompt.</li> </ul> <p><b>However, the student exhibits major errors or omissions with Level 3.</b></p>
	Level 1.5   The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
<b>Level 1</b> (Making little progress)	<b>With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.</b>
	Level 0.5   With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
<b>Level 0</b> (No progress)	<b>Even with help, the student demonstrates no understanding or skill.</b>

*See State and District Grade Level Expectations for complete reference*

*e.g. abbr. (for example)*

*i.e. abbr. (that is) required skills*

*Anchorage School District – Language Arts Standard Based Assessment and Reporting, Grade 6 - Reading*

<b>COMPREHENSION</b>	
<b>6C:LITINF Student comprehends literal or inferred meaning.</b>	
<b>Grade 6</b>	
<b>Level 4</b> (Advanced)	<b>In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.</b>
	Level 3.5     In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
<b>Level 3</b> (Proficient)	<p><b>Student will:</b></p> <ol style="list-style-type: none"> <li>a. locate information explicitly stated in narrative and informational text to answer literal comprehension questions.</li> <li>b. use a variety of strategies to monitor own reading and recognize when comprehension has broken down (e.g. by making connections (i.e. self, text, and the world), rereading, questioning, inferring, predicting (e.g. confirming or disconfirming), visualizing, synthesizing, and foreshadowing).</li> <li>c. comprehend meaning and use of literary elements and devices (i.e. dialogue, rhyme, alliteration, personification, metaphor and simile).</li> </ol> <p><b>The student exhibits no major errors or omissions.</b></p>
	Level 2.5     The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
<b>Level 2</b> (Making progress)	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• locates information explicitly stated in narrative and informational text when page number is provided.</li> <li>• uses basic strategies to monitor own reading (e.g. makes connections, questions, predicts, and visualizes).</li> <li>• identifies literary elements and devices.</li> </ul> <p><b>However, the student exhibits major errors or omissions with Level 3.</b></p>
	Level 1.5     The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
<b>Level 1</b> (Making little progress)	<b>With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.</b>
	Level 0.5     With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
<b>Level 0</b> (No progress)	<b>Even with help, the student demonstrates no understanding or skill.</b>

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Anchorage School District – Language Arts Standard Based Assessment and Reporting, Grade 6 - Reading

<b>COMPREHENSION</b>	
<b>6C:AC&amp;S Student analyzes content and structure of genres.</b>	
<b>Grade 6</b>	
<b>Level 4</b> (Advanced)	<b>In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.</b>
	Level 3.5   In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
<b>Level 3</b> (Proficient)	<p><b>Student will:</b></p> <ol style="list-style-type: none"> <li>a. identify, explain, compare and contrast the characteristics of the four major genres of fiction (i.e. short story, drama (plays), novel, and poetry).</li> <li>b. identify and explain the characteristics of fiction and non-fiction, prose and poetry.</li> <li>c. identify and describe plot, main characters, point of view, and setting in fiction.</li> <li>d. compare and contrast plot, setting and characters in different stories across a variety of works by a variety of authors on a single topic.</li> <li>e. compare and contrast cultural events, ideas, settings, and influences from one text to similar texts from other cultures.</li> </ol> <p><b>The student exhibits no major errors or omissions.</b></p>
	Level 2.5   The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
<b>Level 2</b> (Making progress)	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• identifies and explains major genres of fiction (i.e. short story, drama (plays), novel, and poetry).</li> <li>• identifies fiction and non-fiction.</li> <li>• identifies the plot, main characters, and setting in fiction.</li> <li>• compare and contrast plot, setting and characters across two works on the same topic (e.g. courage).</li> <li>• identifies cultural influences in text.</li> </ul> <p><b>However, the student exhibits major errors or omissions with Level 3.</b></p>
	Level 1.5   The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
<b>Level 1</b> (Making little progress)	<b>With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.</b>
	Level 0.5   With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
<b>Level 0</b> (No progress)	<b>Even with help, the student demonstrates no understanding or skill.</b>

<b>COMPREHENSION</b>		
<b>6C:A&amp;R Student analyzes content and responds to text.</b>		
<b>Grade 6</b>		
<b>Level 4</b> (Advanced)	<b>In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.</b>	
	Level 3.5	In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
<b>Level 3</b> (Proficient)	<p><b>Student will:</b></p> <ul style="list-style-type: none"> <li>a. restate (non-fiction) and summarize (fiction) information, in correct sequence, in oral and written forms (e.g. paraphrase, topic outline, and note taking).</li> <li>b. express own opinion about material read and supports with evidences from text and a variety of other sources.</li> <li>c. draw conclusions and support with evidence from text, orally and in writing, to...                             <ul style="list-style-type: none"> <li>• identify character motivation.</li> <li>• compare and contrast plot, setting, and character within or between texts.</li> <li>• identify cause and effect.</li> <li>• determine fact from opinion.</li> </ul> </li> <li>d. respond using details from text to identify                             <ul style="list-style-type: none"> <li>• main idea (e.g. having to say goodbye is difficult) and author’s purpose (e.g. to inform, entertain, etc.).</li> <li>• theme (e.g. courage, growing up, and doers and dreamers, etc.) and make relevant connections.</li> <li>• bias and propaganda</li> </ul> </li> <li>e. identify sequence of steps and follow written, multi-step directions to complete a task independently (e.g. basic science experiment).</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	
	Level 2.5	The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
<b>Level 2</b> (Making progress)	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• restates and summarizes information in oral and written forms, with inaccuracies.</li> <li>• expresses own opinion about material read and supports with evidence from text.</li> <li>• draws conclusions from text to...                             <ul style="list-style-type: none"> <li>○ identify cause and effect</li> <li>○ identify plot, main character, and setting</li> <li>○ identify fact from opinion</li> <li>○ compare and contrast characters within text.</li> </ul> </li> <li>• generalizes...                             <ul style="list-style-type: none"> <li>○ main idea (e.g. you need a passport to travel).</li> <li>○ author’s purpose.</li> </ul> </li> <li>• identifies multi-step directions.</li> </ul> <p><b>However, the student exhibits major errors or omissions with Level 3.</b></p>	
	Level 1.5	The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
<b>Level 1</b> (Making little progress)	<b>With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.</b>	
	Level 0.5	With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
<b>Level 0</b> (No progress)	<b>Even with help, the student demonstrates no understanding or skill.</b>	

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i.e. abbr. (that is) required skills

Anchorage School District – Language Arts Standard Based Assessment and Reporting, Grade 6 - Reading

<b>FLUENCY</b>		
<b>6FLUENCY Student uses punctuation and print conventions to read aloud fluently.</b>		
<b>Grade 6</b>		
<b>Level 4</b> (Advanced)	<b>In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.</b>	
	Level 3.5	In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
<b>Level 3</b> (Proficient)	<b>Student will:</b> <ol style="list-style-type: none"> <li>a. read orally with rhythm, flow and expression to convey meaning. (e.g. adjust reading pace and intonation)</li> <li>b. demonstrate understanding of punctuation (e.g. periods, question marks, exclamation marks, quotation marks, commas) and other conventions of print (e.g. bold, italics, size of print, etc.)</li> <li>c. reads at least 145 WPM.</li> </ol> <b>The student exhibits no major errors or omissions.</b>	
	Level 2.5	The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
<b>Level 2</b> (Making progress)	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>• reads with irregular rhythm, flow and expression.</li> <li>• reads at least <i>115-144</i> WPM.</li> </ul> <b>However, the student exhibits major errors or omissions with Level 3.</b>	
	Level 1.5	The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
<b>Level 1</b> (Making little progress)	<b>With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.</b>	
	Level 0.5	With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
<b>Level 0</b> (No progress)	<b>Even with help, the student demonstrates no understanding or skill.</b>	

<b>POSITIVE ATTITUDES AND BEHAVIORS TOWARD READING</b>		
<b>6POSATTD Student demonstrates positive attitudes and behaviors towards print.</b>		
<b>Grade 6</b>		
<b>Level 4</b> (Advanced)	<b>In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.</b>	
	Level 3.5	In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
<b>Level 3</b> (Proficient)	<b>Student will:</b> <ul style="list-style-type: none"> <li>a. read independently for 40+ minutes.</li> <li>b. read self-selected and assigned texts.</li> <li>c. participate in book discussion groups with peers.</li> <li>d. listen attentively and respond appropriately during read-aloud.</li> </ul> <b>The student exhibits no major errors or omissions.</b>	
	Level 2.5	The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
<b>Level 2</b> (Making progress)	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>• reads independently for less than 40 minutes.</li> <li>• reads assigned text.</li> <li>• participates, when called upon, in book discussion groups with peers.</li> <li>• listens during read-aloud.</li> </ul> <b>However, the student exhibits major errors or omissions with Level 3.</b>	
	Level 1.5	The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
<b>Level 1</b> (Making little progress)	<b>With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.</b>	
	Level 0.5	With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
<b>Level 0</b> (No progress)	<b>Even with help, the student demonstrates no understanding or skill.</b>	