

	Beginning	Developing	Accomplished	Exemplary
Initial Understanding of Literary or Informational Texts	Rarely <b>paraphrases</b> key ideas. Does not generate questions or generates non-relevant questions Demonstrates little or no understanding of general and/or content-specific vocabulary. Does not <b>summarize</b> the main points of the <b>text</b> .	Inconsistently <b>paraphrases</b> key ideas. Generates few relevant questions in order to increase understanding or further explore topics Demonstrates some understanding of general and/or content-specific vocabulary. <b>Summarizes</b> some of the main points of the <b>text</b> .	Consistently <b>paraphrases</b> key ideas. Generates multiple questions in order to increase understanding or further explore topics Demonstrates understanding of general and/or content-specific vocabulary. <b>Summarizes</b> the main points of the <b>text</b> .	Consistently and skillfully <b>paraphrases</b> key ideas. Generates insightful questions in order to increase understanding or further explore topics Demonstrates insightful understanding of general and/or content-specific vocabulary. Skillfully <b>summarizes</b> the main points of the <b>text</b> .
Analysis and Interpretation of Literary or Informational Texts	Rarely makes accurate <b>predictions</b> and <b>inferences</b> based on <b>text(s)</b> . Rarely explains <b>connections</b> within and across <b>texts</b> . Rarely uses evidence from <b>text</b> to reflect on or <b>validate</b> ideas.	Inconsistently makes accurate <b>predictions</b> and <b>inferences</b> based on <b>text(s)</b> . Explains some <b>connections</b> within and across <b>texts</b> . Sometimes uses evidence from <b>text</b> to reflect on or <b>validate</b> ideas.	Consistently makes accurate <b>predictions</b> and <b>inferences</b> based on <b>text(s)</b> . Consistently explains <b>connections</b> within and across <b>texts</b> . Consistently uses evidence from <b>text</b> to reflect on or <b>validate</b> ideas.	Skillfully makes insightful <b>predictions</b> and <b>inferences</b> based on <b>text(s)</b> . Skillfully explains <b>connections</b> within and across <b>texts</b> . Insightfully uses evidence from <b>text</b> to reflect on or <b>validate</b> ideas.

Notes:

### Definition

Active Reading is the process of engaging with text in order to both understand what is being communicated and to engage in an analysis and/or interpretation of the text.

### Framing Language

Active Reading is required for a wide range of reading that may vary significantly across disciplines. The reading may require one to interact with an article, a piece of literature, a speech, a script, a textbook or other material. This rubric distills the common elements of most active reading and is designed to function across all disciplines. It is designed to measure the quality of comprehension and is divided into two aspects: the ability to initially understand the literary or informational text and the ability to analyze and interpret the literary or informational text.

### Glossary

*The definitions that follow were developed to clarify terms and concepts used in this rubric only.*

- **Analysis:** close and careful study with the goal of learning the nature and relationship of the parts of a text
- **Connections:** an observation made that links a)the text to readers' lives b) the text to other texts they've read c)the text to the world at large
- **Interpret:** to explain the meaning of something, based on thorough analysis
- **Inference:** a conclusion reached on the basis of evidence and reasoning
- **Prediction:** a forward-looking statement that anticipates what the reader expects to happen next
- **Paraphrase:** restatement of ideas from a text in the reader's own words
- **Summarize:** to state, in a concise form, the main ideas of a text in the reader's own words
- **Text:** an article, a piece of literature, a speech, a script, a textbook or other material
- **Validate:** to support or corroborate with authoritative evidence