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|  | **Exceeds Standards**“I know/Can do it well enough to make connections that weren’t taught.” | **Standard**“I know/Can do everything that was taught without making mistakes” | **Approaching Standard**“I know/Can do all the easy parts, but I don’t know/can’t do the harder parts.” | **Below Standard**“With help, I know/can do some off what was taught” |
| **Critical Reading** | **TECHNIQUES*** Underline/highlights meaningful parts (not randomly selected materials)
* Interesting questions responding to the text are written in the margins
* Summarizes main points
* Makes connections to previous knowledge and class material
* Examines the text for bias
* Makes inferences and predictions
* Stars sentences that are most important
* Puts questions marks next to sentences that are confusing

**ANALYSIS*** Quantity: There were plenty of analytical comments/questions made but the teacher can still “see the page” (the student didn’t overdo it)
* Quality: Uses analysis, synthesis and evaluation to write comments and question author (Text-Text, Text-Other Texts, Text-Reader, Text-World)
 | **TECHNIQUES**Students does most of the elements required and in “Exceeds Standards” however there was more information that could have been critically read**ANALYSIS*** Quantity: There were SOME analytical comments/questions made, but they could have written a few more
* Quality: Uses SOME analysis, synthesis and evaluation to write comments and question author, but a lot of the comments were rather simple
 | **TECHNIQUES**The student is critically reading, however not many techniques were used.**ANALYSIS*** Quantity: A few attempts were made to analyze
* Quality: Once or twice the student seemed to be making an interesting connection but it’s not complete clear the student know how to analyze the text
 | **TECHNIQUES**The students ONLY underlines and/or highlights. **ANALYSIS*** Quantity: Only one or two attempts were made to analyze the text
* Quality: With a little guidance this student can create analytical comments when reading a text
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