

Example of Reading Assessment Rubric

CCSS READING STANDARD #1 for History/Social Studies

(Practice the skill and assess during Quarter 1)

GRADES 9-10

Standard #1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

4 EXCEEDS THE STANDARD <i>(Advanced application of skill)</i>	3 MEETS THE STANDARD <i>(Solid application of skill)</i>	2 NEARLY MEETS THE STANDARD <i>(Partial application of skill)</i>	1 BEGINNING TO ADDRESS STANDARD <i>(Minimal application of skill)</i>	0 STANDARD WAS NOT ATTEMPTED
The written response cites plenty of textual evidence (quoted excerpts, concrete details) to support a thorough analysis of what the text says (explicitly and implicitly). The response incorporates accurate specifics about the date & origin of the source to analyze its meaning.	The written response cites sufficient textual evidence (quoted excerpts, concrete details) to support a reasonable analysis of what the text says. The text effectively identifies the date & origin of the source , but <i>could do more to use that context in its actual analysis.</i>	The written response provides some textual evidence (quotations, details) to support an adequate analysis of what the text states. However, <i>more specific textual evidence or a more accurate analysis of what the text says is needed.</i> The response may merely mention date or origin of the source without further analysis.	The written response does not provide textual evidence (quotations, details) to support its basic, possibly inaccurate, analysis of what the text says, or such evidence is minimal.	No written response was turned in to assess. No score can be awarded until it is turned in.

GRADES 11-12

Standard #1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

4 EXCEEDS THE STANDARD <i>(Advanced application of skill)</i>	3 MEETS THE STANDARD <i>(Solid application of skill)</i>	2 NEARLY MEETS THE STANDARD <i>(Partial application of skill)</i>	1 BEGINNING TO ADDRESS STANDARD <i>(Minimal application of skill)</i>	0 STANDARD WAS NOT ATTEMPTED
The written response cites plenty of textual evidence (quoted excerpts, concrete details) to support a thorough analysis of what the text says explicitly, <i>as well as inferences drawn from the text.</i> The response effectively connects insights from specific details to an understanding of the text as a whole.	The written response cites sufficient textual evidence (quoted excerpts, concrete details) to support a reasonable analysis of what the text says explicitly (and may include inferences drawn from the text). The response points to specific insights gained from details in the text.	The written response provides some textual evidence (quotations, details) to support an adequate analysis of what the text states. However, <i>more specific textual evidence or a more accurate analysis of what the text says is needed.</i>	The written response does not provide textual evidence (quotations, details) to support its basic, possibly inaccurate, analysis of what the text says, or such evidence is minimal.	No written response was turned in to assess. No score can be awarded until it is turned in.

