

APPENDIX 6.12



Core Ready Reading Rubric

Grade 6 The Core Cs: Character, Change, and Central Ideas

The following Core Ready Reading Rubric is designed to help you record each student's overall understanding across four levels of achievement as it relates to the lesson set goals. We recommend that you use this rubric at the end of the lesson set as a performance-based assessment tool. Use the Milestone Performance Assessments as tools to help you gauge student progress toward these goals. Reteach and differentiate instruction as needed. See the foundational book, *Be Core Ready: Powerful, Effective Steps to Implementing and Achieving the Common Core State Standards*, for more information about the Core Ready Reading and Writing Rubrics.

Lesson Set Goal	Emerging	Approaching	Achieving	Exceeding	Standards Alignment
Create a summary of their reading.	Student shows little or no evidence of understanding of the characteristics and/or development process of creating a summary. Lacks all or most requirements.	Student shows some evidence of understanding of the characteristics and development process of a summary. Contains some gaps, judgments, and/or inaccuracies.	Student shows solid evidence of understanding the characteristics and development process of a summary. No major gaps, judgments, or opinions.	Student shows exceptional evidence of understanding the characteristics and development process of a summary. Detailed and accurate with no gaps, judgments, or opinions.	RL.6.1 RL.6.2 RL.6.3 RL.6.5 RL.6.10 W.6.4 W.6.9 W.6.10 SL.6.1a SL.6.1b SL.6.1c SL.6.1d SL.6.2 SL.6.4 SL.6.6 L.6.1 L.6.2 L.6.3 L.6.6

APPENDIX 6.12 (continued)

Core Ready Reading Rubric, Grade 6, continued

Lesson Set Goal	Emerging	Approaching	Achieving	Exceeding	Standards Alignment
Examine and identify the development of a central idea across a text, considering the contribution of key changes in character(s).	Student is unable to identify an accurate central idea or how it develops across a text. Lacks evidence related to character change.	Student accurately identifies a central idea in the text. May have difficulty describing its development across the text or lack sufficient textual evidence related to character change.	Student accurately identifies a central idea and how it develops across a text. Provides sufficient, relevant evidence of character change to support points.	Student accurately identifies a central idea and how it develops across a text. Provides detailed and insightful evidence of character change to support points. May describe and effectively support multiple central ideas.	RL.6.1 RL.6.2 RL.6.3 RL.6.5 RL.6.10 W.6.4 W.6.9 W.6.10 SL.6.1a SL.6.1b SL.6.1c SL.6.1d SL.6.2 SL.6.4 SL.6.6 L.6.1 L.6.2 L.6.3 L.6.6
Analyze how specific scenes contribute to the development of the plot and central idea.	Student is unable to explain how specific scenes contribute to the development of the plot and central idea.	Student explains how one scene contributes to the development of the plot and central idea. Analysis may lack sufficient detail and clarity.	Student explains how two or more specific scenes contribute to the development of the plot and central idea. Analysis is clear and contains sufficient detail.	Student explains how several scenes contribute to the development of the plot and central idea. Analysis is thorough and accurate with detailed textual evidence.	RL.6.1 RL.6.2 RL.6.3 RL.6.5 RL.6.10 SL.6.1a SL.6.1b SL.6.1c SL.6.1d SL.6.2 SL.6.4 SL.6.6 L.6.1 L.6.2 L.6.3 L.6.6
Provide specific textual evidence to support claims regarding the central idea(s) of a text.	Student lacks a claim about central idea and/or provides no relevant evidence to support it.	Student makes a relevant claim and provides some relevant textual evidence to support it. May contain some inaccuracies or lack sufficient detail.	Student makes a claim and provides solid evidence to support it. Explanations are accurate and contain sufficient detail.	Student makes a claim and provides accurate and detailed evidence to support it. Demonstrates significant evidence of deep understanding on both an explicit and inferential level.	RL.6.1 RL.6.2 RL.6.3 RL.6.10

APPENDIX 6.12 (continued)

Lesson Set Goal	Emerging	Approaching	Achieving	Exceeding	Standards Alignment
Examine and describe how a character changes across a text.	Student demonstrates little or no evidence of success describing how a character changes across a text. Lacks accuracy and/or evidence.	Student describes with some success how a character changes across a text. May have some gaps or sequencing issues or lack sufficient textual evidence.	Student describes how a character changes across with accurate details and sequence. Provides sufficient textual evidence to support thinking.	Student examines and describes with accuracy and insight how a character changes across a text. Provides thorough and detailed textual evidence. Demonstrates deep inferential thinking and comprehension.	RL.6.1 RL.6.2 RL.6.3 RL.6.5 RL.6.10 SL.6.1a SL.6.1b SL.6.1c SL.6.1d SL.6.2 SL.6.4 SL.6.6 L.6.1 L.6.2 L.6.3 L.6.6
Examine how mentor authors develop a clear narrator with a strong point of view.	Student demonstrates little or no evidence of success recognizing how a narrator and strong point of view develop. Lacks accuracy and/or evidence.	Student describes with some success the development of a clear narrator with a strong point of view. May have some gaps or lack sufficient textual evidence.	Student accurately describes the development of a clear narrator with a strong point of view. Provides sufficient textual evidence.	Student describes the development of a clear narrator with a strong point of view. Provides thorough and detailed textual evidence. Demonstrates deep inferential thinking and comprehension.	RL.6.1 RL.6.2 RL.6.3 RL.6.6 RL.6.10 SL.6.1a SL.6.1b SL.6.1c SL.6.1d SL.6.2 SL.6.4 SL.6.6 L.6.1 L.6.3 L.6.6
Compare and contrast the treatment of a similar central idea across a variety of texts.	Student shows little or no evidence success of comparing and contrasting the treatment of similar central ideas across a variety of texts.	Student compares and contrasts with some success the treatment of similar central ideas of at least two different texts. Descriptions may be unevenly developed. May have some gaps or lack sufficient textual evidence	Student shows solid evidence of successfully comparing and contrasting the treatment of similar central ideas across a variety of texts. Provides accurate and sufficient textual evidence.	Student shows outstanding evidence of comparing and contrasting the treatment of similar central ideas across a variety of texts. Provides thorough and detailed textual evidence. Demonstrates deep inferential thinking and comprehension.	RL.6.1 RL.6.2 RL.6.5 RL.6.9 RL.6.10 SL.6.1a SL.6.1b SL.6.1c SL.6.1d SL.6.4 SL.6.6 L.6.1 L.6.3 L.6.6

APPENDIX 6.12 (continued)

Core Ready Reading Rubric, Grade 6, continued

Lesson Set Goal	Emerging	Approaching	Achieving	Exceeding	Standards Alignment
Compare and contrast the experience of reading a text to viewing a multimedia presentation of that same text.	Student shows little or no evidence of success comparing and contrasting reading versus viewing of the same text. Provides little or no detail from either experience or inaccurate information.	Student shows some evidence of success comparing and contrasting reading versus viewing of the same text. Provides accurate information but may lack sufficient detail from one or both experiences.	Student shows solid evidence of success comparing and contrasting reading versus viewing of the same text. Provides descriptive detail of both experiences to support thinking.	Student shows exceptional evidence of comparing and contrasting reading versus viewing of the same text. Provides thorough and insightful details that capture each experience effectively.	RL.6.1 RL.6.2 RL.6.3 RL.6.5 RL.6.7 RL.6.10 SL.6.1a SL.6.1b SL.6.1c SL.6.1d SL.6.2 SL.6.4 SL.6.6 L.6.1 L.6.3 L.6.6
By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Student shows little or no evidence of reading and comprehending texts appropriate for the grade 6 text complexity band even with scaffolding.	Student shows some evidence of reading and comprehending texts appropriate for the grade 6 text complexity band with scaffolding.	Student shows solid evidence of reading and comprehending texts appropriate for the grade 6 text complexity band proficiently but may need scaffolding at the high end of the range.	Student shows solid evidence of reading and comprehending texts above the grade 6 text complexity band proficiently.	RL.6.10
In collaborative discussions, demonstrate evidence of preparation and exhibit responsibility for the rules and roles and purpose of conversation.	Student demonstrates little or no success at coming to discussions prepared and often disregards the rules, deadlines, and roles of conversation even with prompting and redirection.	Student participates in collaborative discussions with some success. Lacks thorough preparation at times. Sometimes observes the rules, deadlines, and roles of conversation but needs frequent prompting or redirection.	Student consistently participates in collaborative and comes to discussions prepared. Student observes the rules, deadlines, and roles of conversation with little prompting or redirection.	Student participates with in collaborative discussions with purpose and enthusiasm. Arrives to all discussions thoroughly prepared. Student carefully observes the rules, deadlines, and roles of conversation with no prompting or redirection.	SL.6.1a SL.6.1b

APPENDIX 6.12 (continued)

Lesson Set Goal	Emerging	Approaching	Achieving	Exceeding	Standards Alignment
In collaborative discussions, ask and answer specific questions with relevant comments that enhance the discussion and demonstrate comprehension of multiple perspectives through reflection and paraphrasing.	Student demonstrates little or no success asking and answering specific questions with relevant comments that enhance discussion or demonstrating comprehension of multiple perspectives through reflection and paraphrasing, even with prompting.	Student demonstrates some success asking and answering specific questions with relevant comments that enhance discussion or demonstrating comprehension of multiple perspectives through reflection and paraphrasing. May need frequent prompting or redirection.	Student demonstrates solid success asking and answering specific questions with relevant comments that enhance discussion or demonstrating comprehension of multiple perspectives through reflection and paraphrasing with little prompting or redirection.	Student demonstrates outstanding success asking and answering specific questions with relevant, insightful comments that consistently enhance discussion. Demonstrates thorough comprehension of multiple perspectives through reflection and paraphrasing. No prompting or redirection needed.	SL.6.1c SL.6.1d
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Student shows little or no evidence of success adapting speech to a variety of contexts and tasks. Demonstrates very little command of formal English when indicated or appropriate.	Student shows some evidence of success adapting speech to a variety of contexts and tasks. Demonstrates basic command of formal English when indicated or appropriate.	Student effectively adapts speech to a variety of contexts and tasks. Demonstrates solid command of formal English when indicated or appropriate.	Student shows exceptional evidence of adapting speech to a variety of contexts and tasks. Demonstrates sophisticated command of formal English when indicated or appropriate.	SL.6.6
Demonstrate command of standard English and its conventions and use the knowledge when writing, speaking, reading, and listening.	Student demonstrates very little command of standard English and its conventions. Little or no evidence of application of knowledge when writing, speaking, reading, and listening.	Student shows some command of standard English and its conventions and attempts to use the knowledge when writing, speaking, reading, and listening.	Student shows solid command of standard English and its conventions and uses the knowledge when writing, speaking, reading, and listening.	Student shows exceptional command of standard English and its conventions and demonstrates sophisticated use of the knowledge when writing, speaking, reading, and listening.	L.6.1 L.6.2 L.6.3
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, strategically building vocabulary knowledge when needed.	Student shows little or no evidence of the acquisition and accurate use of grade-appropriate general academic and domain-specific words and phrases. Little or no success using vocabulary building strategies.	Student shows some evidence of the acquisition and accurate use of grade-appropriate general academic and domain-specific words and phrases. Effectively uses vocabulary building strategies at times.	Student shows solid evidence of the acquisition and accurate use of grade-appropriate general academic and domain-specific words and phrases. Effectively uses vocabulary building strategies with frequency.	Student shows outstanding evidence of the acquisition and accurate use of grade-appropriate general academic and domain-specific words and phrases sophisticated for the grade level. Proactively uses a wide variety of vocabulary building strategies with success.	L.6.6