|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 4 | 3 | 2 | 1 |
| Engagement during 10 min. silent reading  Conference: Reading what and how much? | -The student always appears engaged in reading.  -Record keeping is detailed. It is clear you are reading regularly outside of class. | -The student mostly appears to be engaged in reading.  -Record keeping is good. It shows you accurately track your reading and are reading sufficiently. | -The student appears to be on task at least half the time.  -Record keeping is fair. Some notes have been kept, but suggest you are off task frequently. | -The student is off task for the majority of the time.  - Record keeping is poor. Few notes have been made. Why do you think you struggle to read? |
| Student Conference: Book Discussion  Summary  Likes/Dislikes  Why read this one?  (personal connect) | The student passionately describes the novel s/he is reading and what s/he dis/likes about the book. S/he knows why “this one.” | The student gives a brief synopsis of the novel s/he is reading and what s/he dis/likes about the book. S/he can articulate why “this one.” | The student attempts to give a summary of the book and what s/he dis/likes about it, but is mostly unsure about this. S/he thinks s/he knows why s/he chose “this one.” | The student does not appear to know what is happening in the book. The student has little opinion about it. “Why read this one” is either unknown or doesn’t make sense. |
| Application   * apply a concept studied in class to your novel? * Reading strategies | Clearly articulates:   * Connection to class * Reading strategies and how to get through challenging points in the novel | Is able to describe:   * Connection to class * Reading strategies and how to get through challenging points in the novel | Tries to explain:   * Connection to class * Reading strategies and how to get through challenging points in the novel | Fails to explain:   * Connection to class * Reading strategies and how to get through challenging points in the novel |
| Book Discussion:   * Goals: how are you willing to challenge yourself? * Next list | -Your goal is well thought out, and you have a plan in place for how to achieve it.  -Your next list is comprehensive. | -You can articulate your goal and it is realistic.  -Your next list has several titles. | -You have done some thinking around a goal. It needs to be clarified.  -Your next list has at least one title on it. | -Your goal is fairly abstract.  -There is no written next list, it is spontaneously articulated. |

Reading Rubric

Notebook Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 4 | 3 | 2 | 1 |
| Personalized Notebook | The student always has a personalized notebook out during writing time. | The student regularly participates in writing work, but it is not always in a notebook. | The student frequently does not work in the notebook. | No evidence of a notebook used in the class. |
| Completion of all entries (see weebly) and Organization | All entries have been completed and are neatly organized, dated, and labeled. | All entries have been completed; most entries have been properly dated and labeled. | At least 50% of the entries have been completed. Labels/dates may or may not be present. | Notebooks are unorganized and entries are less than 50% complete. |
| Depth & Quality of Writing | Writings consistently demonstrate excellent, in-depth, reflections of the prompts. Writings exceed expectations. | Writings demonstrated thoughtful reflections of the prompts. Writings meet expectations. | The majority of writings reflect attempts to answer the prompts, but overall the writings are too brief, shallow, and/or lack depth. | Writings appear quite disconnected from the prompts. Overall writings are consistently poor in quality. |
| Figurative/ Descriptive Language | Descriptive language creates vivid images for the reader; strong verbs create a compelling sense of drama; words are consistently appropriate and well selected. | Descriptive verbs create a sense of drama and story; you understand the use of imagery in writing; words are usually appropriate and well selected. | Shows some understanding of the use of imagery in writing; verbs used sometimes create a sense of drama and story; words are often appropriate and effective. | Limited use of descriptive language; weak understanding of the use of imagery in writing; verbs are weak and add little to the sense of action; words may be ineffective. |
| Growth | Evidence of process and revision are clearly evident throughout the notebook.  Growth is extremely visible. | Evidence of process and revision are visible in numerous pieces.  Growth is apparent. | There is limited evidence of process and revision.  Growth is less visible. | There is no evidence of process or revision in notebooks. |