

## Quick Scale: Reading Literature (Grades 10-12)

Aspect	Approaching Expectations (I range)	Minimally Meeting Expectations (C- to C range)	Fully Meeting Expectations (C+ to B+ range)	Exceeding Expectations (A range)
<b>SNAPSHOT</b>	<i>You offer an illogical and/or underdeveloped explanation and interpretation of texts.</i>	<i>You offer a limited or surface-level explanation and interpretation of texts.</i>	<i>You offer a logical explanation and interpretation of texts.</i>	<i>You offer an analytic, thorough explanation and interpretation of texts.</i>
<b>EXPLAIN</b>  →show your work	Even though I am thinking, I have difficulty and/or don't understand how to explain or give examples about my process.	I can attempt to explain my thinking, but have trouble clarifying my process. I may use examples, but they may be limited.	I can explain my thinking process and use specific examples.	I can explain my thinking process in detail, including the small steps or subtleties in my process.
<b>COMPREHEND</b>  →who, what, when, where and how (W <sup>4</sup> H): context	Even though I can identify the W <sup>4</sup> H, I may misread, confuse and/or omit some key elements.  My examples may be limited or flawed.	I can identify the W <sup>4</sup> H and attempt to explain a basic understanding of their relationship.  I can use some examples.	I can identify and explain the relationships between the W <sup>4</sup> H.  I can use explicit examples.	I can identify and explain the relationships and subtleties between and amongst the W <sup>4</sup> H.  I can effectively use explicit and/or implicit examples.
<b>CONNECT</b>  →text to self, text to text, text to world	Even though I attempt to make connections, they may be flawed, irrelevant, and/or incomplete.  My examples may be limited, flawed and/or unjustifiable.	I can establish and may be able to explain basic connections between the text and myself, other texts and/or the world.  I can use some examples.	I can establish and explain clear connections between the text and myself, other texts and/or the world.  I can use explicit examples.	I can establish and synthesize insightful connections between the text and myself, other texts and/or the world.  I can effectively use explicit and/or implicit examples.
<b>INTERPRET</b>  →the "why?", drawing conclusions: inferences  BK + TE = I	Even though I attempt to use my background knowledge and/or evidence from the text, my interpretations may be general, unsupported and/or irrelevant.	I can use my background knowledge and/or evidence from the text to make simple and/or obvious interpretations.	I can use my background knowledge and/or evidence from the text to make clear, logical interpretations.	I can effectively use my background knowledge and/or evidence from the text to make thoughtful, insightful interpretations.