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|  | 4 | 3 | 2 | 1 |
| **CONTENT** | Student carefully i***nfers*** character traits. Student carefully supports inferences with evidencefrom the text. Student can carefully explain how and why a character changed ina text. Student carefully reflects on how studying how and why characters change has helped him or her become a better reader.I come up with an important theory about the text based on how and why the characters changed and provide relevant text based evidence to support my thinking. | Student mostly carefully ***infers*** character traits. Student mostly carefully supports inferences with evidencefrom the text. Student can mostly carefully explain how and why character changed ina text. Student mostly carefully reflects on studying how and why characters change has helped him or her become a better reader.I come up with an important theory about the text based on how and why characters changed and provide mostly relevant text based evidence to support my thinking. | Student needs to ***infer*** more carefully about character traits. Student needs to more carefully support inferences with evidencefrom the text. Student needs to more carefully explain how and why character changed ina text. Student needs to more carefully reflect on how studying how and why characters change has helped him or her become a better reader.I may come up with an important theory about the text based on change and I may provide some relevant text based evidence. | Student did not carefully ***infer*** character traits. Student did not carefully support inferences with evidencefrom the text. Student did not carefully explain how and why a character changed ina text.. Student did not carefully reflect on how how and why characters change has helped him or her become a better reader.I am unable to come up with a big idea-theory about the text based on change. I do not provide relevant text based evidence to support my thinking. |