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| --- | --- | --- | --- | --- |
|  | 4 | 3 | 2 | 1 |
| **CONTENT** | Student carefully i***nfers*** character traits. Student carefully supports inferences with evidence  from the text. Student can carefully explain how and why a character changed in  a 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 evidence  from the text. Student can mostly carefully explain how and why character changed in  a 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 evidence  from the text. Student needs to more carefully explain how and why character changed in  a 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 evidence  from the text. Student did not carefully explain how and why a character changed in  a 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. |