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|  | **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| **Grade-Specific Alignment Based on CCSS’s Levels of Proficiency** |  |  | *K* | *1* | 2 |
| **Determining Importance**  **(Central Ideas and Key Details)** | When asked to do his best job at summarizing what the text is about, with prompting and support, a student at this level can use illustrations to identify a general subject but may not be able to discern a more focused topic (e.g. when reading a book called “Colorful Plants”, the student might say the book is about “*Plants”*)*.* At times the student may name details based on prior knowledge. | When asked to do her best job at summarizing what the text is about, with prompting and support, a student at this level can determine a main topic of a text, usually by repeating the title, but may still restate part of the title. At times, a student might still identify a detail in the book as the main topic. | When asked to do his best job at summarizing what the text is about, with prompting and support, a student at this level can identify the main topic of a text and retell key details of a text. With support, the student can provide some key details usually based on what the student notices in illustrations or by repeating the words of the text. | When asked to do her best job at summarizing what the text is about, a student at this level can identify the main topic of a text. The student can also retell key details based on illustrations, descriptions, procedures in the text, etc. The student might repeat exact words of the text in retelling and may include prior knowledge. | When asked to do her best job at summarizing what a text is about, the student will provide some key details from the text. It may seem almost as if she is answering a few “who is this about,” “what is this about?,” where, when, how, etc.” type questions. The student at this level may be starting to have an idea, rather than just name a topic, but the idea may only take part of the text into account. |
| **Accountability to Text** | When asked to use the text to support his thinking, a student needs support to refer to the text. With prompting a student can answer direct questions about explicitly stated details. | When asked to use the text to support her thinking, with prompting and support, the student at this level can answer questions about explicitly stated details and develop a question or two about details. | When asked to use the text to support his thinking, with prompting and support, the student is able to ask and answer questions about key details in the text (“*What kinds of leaves do plants have?”)* | When asked to use the text to support her thinking, the student is able to ask and answer questions about key details in the text independently. | When asked to use the text to support his thinking, the student may not refer explicitly to the text as a basis for recounting. The summary may mention the topic and some parts of the text but others may not be mentioned. |
|  | **Level 5** | **Level 6** | **Level 7** | **Level 8** | **Level 9** |
| **Grade-Specific Alignment Based on CCSS’s Levels of Proficiency** | *2* | *3* | *4* | *5* | 6 |
| **Determining Importance**  **(Central Ideas and Key Details)** | When asked to do her best job at summarizing what a text is about, the student will provide some key details from the text. It may seem almost as if she is answering a few “who is this about,” “what is this about?,” where, when, how, etc.” type questions. The student, at this level may be starting to have an idea, rather than just name a topic, but the idea may only take part of the text into account. | When asked to do her best job at summarizing what a text is about, a student at this level can produce not just a topic, but an idea that is central (assuming the text is relatively straight forward). She can do this even when the texts contain headings that do not explicitly name central ideas. The student can also name key details and explain how they support the central idea | When asked to do her best job at summarizing what a text is about, a student at this level summarizes the text by determining a central idea and then explaining how it is supported by key details. The student might say, “*This is all about how sharks are great hunters because their bodies help them. Like they have lots of rows of teeth that…”* | By this level, when asked to do her best job at summarizing what a text is about, the student summarizes the text by determining two or more central ideas and explains how each is supported by key details. At times the student may be able to support one idea more than the other. | When asked to do her best job at summarizing what a text is about, a student at this level can determine central ideas and explain how particular details in the text reveal those ideas to the reader. The student might discuss the effect of including certain details. At this level, the student can provide a summary that does not include her own opinion or judgment. |
| **Accountability to Text** | When asked to provide text-based evidence, the student may not refer explicitly to the text as a basis for recounting. The summary may mention the topic and some parts of the text but others may not be mentioned. | When nudged to provide text-based evidence, the student can refer explicitly to the text as a basis for recounting. If the text’s main points are A, B, and C, the student may (for example) talk about B and leave out A. If asked, “What else is in the text?” and allowed to reread, he will probably be able to come up with C. | The summary is accountable to the whole text. If the text’s main points are A, B, and C, the summary mentions A, B, and C at least briefly. Because texts generally forward more than one idea, as the student’s recaps become more angled around a central idea, it often happens that a swatch of the text is not included in the summary and | The summary is accountable to the whole text. If the text’s main points are A, B, and C, the summary mentions A, B, and C. As the student is discusses more than one central idea, it may be that for one idea, the student mentions A, B, and C and develops each one with detail, but when supporting another idea, the | The summary is accountable to the whole text. If the text’s main points are A, B, and C, the summary mentions A, B, and C and develops each with detail. The student can do this for more than one central idea and can cite textual evidence when restating and summarizing.  The student is able to use |

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|  | **Level 5** | **Level 6** | **Level 7** | **Level 8** | **Level 9** |
| **Grade-Specific Alignment Based on CCSS’s Levels of Proficiency** | *2* | *3* | *4* | *5* | 6 |
| **Accountability to Text continued** |  | The student can collect key details that support a central idea or a topic/sub-topic in a boxes and bullets form of notetaking. The details chosen may not always be ones that are most important to supporting the main idea. | additional, less explicit ideas are not mentioned.  The student at this stage refers explicitly to details in the text when restating and summarizing. The student may still have difficulty unpacking how a detail supports an idea and gives some details that do not support the idea.  The student can collect key details that support a central idea in multiple forms of notetaking (e.g. boxes and bullets, webs, sketches with labels, etc.). At times, some of the details in the notes may not be connected to larger concepts. | student discusses A and B at length and only mentions C briefly. The student quotes accurately from the text.  The student uses multiple forms of notetaking (e.g. boxes and bullets, webs, charts, etc.) to show how details support central ideas. | multiple forms of notetaking, including outlining, to show how details support central ideas in the text. |

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|  | **Level 8** | **Level 9** | **Level 10** | **Level 11** | **Level 12** |
| **Grade-Specific Alignment Based on CCSS’s Levels of Proficiency** | *5* | *6* | *7* | *8* |  |
| **Determining Importance**  **(Central Ideas and Key Details)** | By this level, when asked to do his best job at summarizing what a text is about, the student summarizes the text by determining two or more central ideas and explains how each is supported by key details. At times the student may be able to support one idea more than the other. | When asked to do his best job at summarizing what a text is about, a student at this level can determine central ideas and explain how particular details in the text reveal those ideas to the reader. The student might discuss the effect of including certain details. At this level, the student can provide a summary that does not include her own opinion. | When asked to do his best job at summarizing what a text is about, a student can determine two or more central ideas and discusses how these ideas have been developed across the text. The student can provide an objective summary. | When asked to explain a text, a student working at this level can determine a much less obvious central idea, and analyze its development over the course of the text, including how the central idea relates to supporting ideas in the text. The student can also provide an objective summary. | Going forward, students will determine central ideas of texts, including how they are shaped and refined by specific details over the course of the text, in addition to how these central ideas interact and build on one another. Students at this level can provide a complex analysis and an objective summary. |
| **Accountability to Text** | The summary is accountable to the whole text. If the text’s main points are A, B, and C, the summary mentions A, B, and C. As the student is discusses more than one central idea, it may be that for one idea, the student mentions A, B, and C and develops each one with detail, but when supporting another idea, the student may discuss | The summary is accountable to the whole text. If the text’s main points are A, B, and C, the summary mentions A, B, and C and develops each with detail. The student can do this for more than one central idea and can cite textual evidence when restating and summarizing.  The student is able to use | The summary is accountable to the whole text. At this stage a student is able to cite multiple pieces of text evidence when summarizing and can explain how the citations support a central idea.  The student is able to use multiple forms of notetaking to show how details support central | A student working at this level can determine which textual evidence most strongly supports her analysis of what the text says explicitly as well as the inferences she has drawn from the text. When needed, a student at this level can emphasis evidence which might not be most obvious to advance her thinking. | Going forward, students will cite thorough and strong textual evidence to support analysis of what the text says explicitly as well as when drawing inferences and the students will be able to determine where the text leaves matters uncertain and/or where evidence might be inconclusive. |

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|  | **Level 8** | **Level 9** | **Level 10** | **Level 11** | **Level 12** |
| **Grade-Specific Alignment Based on CCSS’s Levels of Proficiency** | *5* | *6* | *7* | *8* |  |
| **Accountability to Text continued** | A and B at length and only mention C briefly. The student quotes accurately from the text.  The student uses multiple forms of notetaking (e.g. boxes and bullets, webs, charts, etc.) to show how details support central ideas. | multiple forms of notetaking, including outlining, to show how details support central ideas in the text. The student is able to decide what form of notetaking is best suited for a part of the text. | ideas and can decide what form of notetaking is best suited for a text structure. |  |  |