STUDENT NAME:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**CRITICAL READING RUBRIC - Mrs. Burdick, Saint Hilary of Poitiers School**

**Name of passage/novel/text/poem :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  | GRADE | Comments |
| 1) NUMS! Student uses critical reading strategies introduced under the acronym NUMS  -Numbering/blocking paragraphs  -Underlining key ideas, comments, words, author’s thesis statement/topic paragraphs.  -MarginS- commenting on theme, tone, main idea etc. in margins, asking questions, making comments. | /30 |  |
| 2) Student is able to identify the main theme, main idea of a passage and pull relevant quotes from the passage to identify the theme/idea. | /35 |  |
| 3) Student is able to provide detailed answers in support of comprehension questions on assigned passage( either VERBALLY or in written assignments) and identify use of irony, similes, metaphors, humor, personification and other literary devices used by author | /35 |  |
| 4) |  |  |
| **TOTAL:** |  |  |