Response to Reading Assessment Rubric

Achievement Categories	Below 49% (R)	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
KNOWLEDGE • understanding of information, ideas, concepts, and themes • understanding of relationships among facts, ideas, concepts, and themes	• locates simple explicit information from texts • does not make inferences from texts	• locates some explicit information and ideas from texts • makes few inferences based on information and ideas in texts • supports inferences with limited effectiveness	• locates most explicit information or ideas from texts • makes some inferences based on information in texts • supports inferences with moderate effectiveness	• locates explicit ideas and information from texts effectively • analyzes information and ideas to make inferences from texts • supports inferences with considerable effectiveness	• locates explicit ideas and information from texts effectively • analyzes ideas and information to make insightful inferences from texts • supports inferences with effectiveness
THINKING • critical and creative thinking (analyzing, interpreting, and extending: forms of texts, diction, literary devices, design elements, language conventions)	• does not analyze, interpret, or extend explicit meanings	• analyzes, interprets, and extends explicit meanings with limited success	• analyzes, interprets, and extends explicit and some inferential meanings with moderate success	• analyzes, interprets, and extends explicit and inferential meanings with considerable success	• analyzes, interprets, and extends explicit and inferential meanings with success
COMMUNICATION • of information and ideas	• does not demonstrate understanding of explicit meanings in texts	• demonstrates understanding of explicit meanings in texts	• demonstrates understanding of explicit and some inferential meanings in texts	• demonstrates understanding of explicit and inferential meanings in texts	• demonstrates a high degree of understanding of explicit and inferential meanings in texts
APPLICATION • making connections between text and: – personal experience – other subjects – personal feelings – prior knowledge (vocabulary, grammar, spelling, and punctuation conventions)	• does not use information and ideas from texts to complete tasks • does not use personal experiences or prior knowledge to understand texts	• uses explicit information from texts to complete tasks • uses limited personal experiences or prior knowledge to understand texts	• uses explicit and some inferential information and ideas from texts to complete tasks • uses some personal experiences or prior knowledge to understand texts	• uses explicit and inferential information and ideas from texts to complete tasks • uses personal experiences or prior knowledge to understand and interpret texts	• uses explicit and inferential information and ideas from texts to complete tasks in a thoughtful manner • uses personal experiences or prior knowledge to understand, interpret, and extend texts