

RUBRIC FOR SCORING RESPONSE TO A LITERARY TEXT

| | LEVEL 5 ADVANCED | | | LEVEL 4 THOROUGH (Competency) | | | LEVEL 3 ACCEPTABLE | | | LEVEL 2 PARTIAL | | LEVEL 1 MINIMAL |
|--|---|----|----|---|----|----|---|----|----|--|----|--|
| Profile | The reader draws comprehensive meaning from the text. He/she explores ideas presented in the text. Perceptive reasoning and insightful connections enhance understanding. Ideas are justified with compelling references from the text. The response is stimulating and noteworthy. | | | The reader draws clear meaning from the text. He/she considers the ideas presented in the text. Sound reasoning and relevant connections deepen understanding. Ideas are supported with thoughtful references from the text. The response is expressive and detailed. | | | The reader draws general meaning from the text. He/she addresses the ideas presented in the text. Logical connections and references from the text support understanding. The response is sincere and adequate. | | | The reader draws literal meaning from the text; he/she offers random ideas from the text that suggest a rudimentary understanding. Connections to and references from the text are trite and/or illogical. | | |
| N.B. Not all indicators need to be present in the response. | | | | | | | | | | | | |
| Indicators that Support the Profile | The reader explores the concepts/ideas presented in the text. He/she makes perceptive inferences and draws on key ideas to support his/her understanding. Ideas are justified with insightful reasoning and references from the text. The reader integrates personal experiences and/or other sources, perceptively linking them to ideas in the text. Connections may suggest a world view. The reader explores the author's craft and shares how structures and features enhance his/ her understanding of the text. The reader reflects on the effectiveness of the text and offers new understandings that go beyond the text and apply to life in general. | | | The reader considers concepts/ ideas presented in the text. He/she makes inferences and justifies ideas with sound reasoning and thoughtful references from the text. The reader shares how personal experiences and/or other sources clearly link to ideas in the text. He/she considers the impact of the author's craft and relates how structures and features extend his/her understanding of the text. The reader discusses the text and draws thoughtful conclusions about the text. | | | The reader addresses concepts/ideas presented in the text. He/she makes inferences and supports ideas with logical references from the text. The reader supports his/her understanding by sharing how personal experiences and/or other sources link to ideas in the text in a general way. The reader identifies structures and features and may hint at how the author's craft impacts his/her understanding of the text. The reader reacts to the text, offering a personal opinion. He/she draws conclusions about the text that are general in nature. | | | The reader draws literal meaning from the text, sharing some ideas that suggest a limited understanding. References to the text are unclear. The reader offers superficial connections that may relate to the text. He/she mentions obvious structures and features that vaguely support his/her understanding. The reader offers an opinion about the text that reflects the obvious. | | The reader retells or lists details from the text. Ideas are unclear. He/she fails to demonstrate understanding of the text. |
| Score | 5+ | 5 | 5- | 4+ | 4 | 4- | 3+ | 3 | 3- | 2+ | 2 | 1 |
| | 100 | 95 | 90 | 85 | 80 | 75 | 70 | 65 | 60 | 55 | 50 | 40 |
| Determine the level that best describes the student's overall performance and assign the corresponding percentage (%) score | | | | | | | | | | | | |