Response Rubric 2018

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|  | **Level 5 -ADVANCED** | | | | **Level 4 –THOROUGH (Competency)** | | | | **Level 3 - ACCEPTABLE** | | | |
| **Profile** | The reader draws comprehensive meaning from the text. He/she reflects on ideas presented in the text; providing insightful reasoning and perceptive interpretations enhance meaning. Ideas are justified with key references from the text. The response is stimulating and noteworthy. | | | | The reader draws meaning from the text. He/she considers the ideas presented in the text; providing sound reasoning and relevant interpretations deepens meaning. Ideas are supported with thoughtful references from the text. The response is expressive and detailed. | | | | The reader draws coherent meaning from the text. He/she addresses the ideas presented in the text; providing logical interpretations and references from the text that loosely support meaning. The response is genuine and ordinary. | | | |
| **Indicators that support the profile** | The reader examines the concepts/ideas in the text, making inferences, and drawing on key ideas to support meaning. He/she integrates his/her own understanding in light of the ideas in the text; justifying ideas with insightful reasoning and references. He/she enhances/deepens meaning by integrating his/her own experiences and other sources; perceptively linking them to the ideas in the text. The reader reflects on the use of structures and features (author’s craft) and evaluates how they enhance meaning. He/she reflects on the effectiveness of the text; offering a personal insight connected to new understandings that go beyond the text and apply to life in general. | | | | The reader explores concepts/ideas in the text that demonstrate a solid understanding. He/she offers his/her own opinions in light of the ideas in the text; justifying ideas and interpretations with sound reasoning and thoughtful references. The reader extends meaning by drawing on his/her own experiences and other sources; clearly linking them to the ideas in the text. He/she discusses the impact of particular structures and features (author’s craft) and relates how they contribute to meaning. He/she discusses the text, offering a personal opinion; drawing perceptive conclusions about the text. | | | | The reader identifies and addresses relevant concepts/ideas in the text that demonstrate a general understanding. He/she supports a personal opinion with logical explanation(s) and reference(s) to the text. He/she supports meaning by associating his/her own experiences; linking them back to the text in a general way. The reader mentioned some structures and features (author’s craft) with general observations sometimes hinting at their impact on meaning. The reader reacts to the text, offering a logical judgement/opinion; drawing conclusions that are general in nature. | | | |
| **Score** | 5+  100% | | 5  95% | 5-  90% | 4+  85% | 4  80% | | 4-  75% | 3+  70% | 3  65% | | 3-  60% |
|  | | Level 2 –  PARTIAL | | | | Level 1 –  MINIMAL | | | | |
| **Profile** | | The reader draws on literal meaning from the text; he/she offers random ideas from the text, suggesting a rudimentary understanding. Interpretations and references are ambiguous and unsupported for the most part. | | | | The reader retells the story; ideas are irrelevant and unsupported. | | | | |
| **Indicators that support the profile** | | The reader draws a literal meaning from the text; some ideas suggest a limited understanding. Reference(s) to the text are uncertain or without logical support. He/she offers random connection, which are superficial in nature with minor support to meaning. Connections may relate to the text. The reader mentions obvious structures and features (author’s craft) that vaguely support meaning. He/she offers an opinion about the text that reflects the obvious or mundane. | | | | The reader retells or lists minor details from the text. His/her ideas are uncertain and meaning is not apparent. References, if any, are confusing. The reader mentions connections that are ambiguous and/or irrelevant. Connections may not link to the text. The reader refers to the text while alluding to or disregarding structures and features (author’s craft) altogether. He/she comments on the text, possibly indicating preferences about the text or what he/she likes and/or dislikes. | | | | |
| **Score** | | 2+  55% | | | 2  50% | 1  35% | | | | |
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