**Rubric for Written Response Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**OVERALL SCORE**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Level 5 Advanced** | | | **Level 4 Thorough** | | | **Level 3 Acceptable** | | | **Level 2 Partial** | | **Level 1 Minimal** |
| **Profile** | The reader draws comprehensive meaning. S/he reflects critically on ideas presented in the text; thoughtful reasoning and perceptive interpretations enhance understanding of the text. Ideas are justified with insightful references to the text. | | | The reader draws clear meaning from the text. S/he considers ideas presented in the text; sound reasoning, critical thinking, and relevant interpretations extend understanding of the text. Ideas are supported with thoughtful references to the text. | | | The reader draws coherent meaning from the text. S/he addresses the ideas presented in the text; logical interpretations and references to the text support meaning. | | | The reader draws a literal meaning from the text. Superficial interpretations and references to the text vaguely support meaning. | | The reader suggests a rudimentary understanding of the text. Interpretations are ambiguous and/or irrelevant. Ideas are unsupported for the most part. |
| **Criteria** |  | | | | | | | | | | | |
| **Indicators that Support the Profile** | The reader examines the concepts and ideas in the text. He/she makes inferences and draws on key ideas to support his/her interpretation(s). He/she integrates his/her own understanding in light of the ideas in the text. Ideas are justified with insightful reasoning and references from the text. Through perceptive connections, the reader integrates personal experiences and/or other sources, enhancing his/her understanding of the text. The reader’s connections and ideas may suggest a worldview.  He/she draws meaning from subtle cues in the text, explaining how structures and features enhance his/her understanding of the text. The reader examines the effectiveness of the text, offering personal insights and understanding that go beyond the text and apply to life in general. | | | The reader explores the concepts/ideas in the text. He/she attends to underlying ideas to support his/her understanding offering personal opinions. Ideas are justified with sound reasoning and thoughtful references to the text.  He/she extends meaning of the text by clearly connecting personal experiences and/or other sources in the text. The reader makes assumptions from cues in the text and shares how structures and features contribute to his/her understanding of the text.  He/she evaluates the text, offers a personal opinion and draws thoughtful conclusions about the text. | | | The reader identifies and addresses relevant concepts and ideas in the text. He/she supports his/her understanding of the text with a personal opinion, a logical explanation and reference(s) to the text.  The reader supports meaning of the text by connecting personal experience(s) and/or other sources in a general way.  He/she identifies structures and features of the text making general observations that loosely support his/her understanding of the text. The reader reacts to the text, offering logical judgment(s) and opinion(s). He/she draws general conclusions about the text. | | | The reader draws literal meaning from the text. He/she shares some ideas that may suggest a limited understanding of the text. The reader provides references to the text that are uncertain and/or illogical. He/she shares connections to the text that are superficial in nature, providing minor support to his/her understanding of the text.  The reader mentions obvious structures of the text that vaguely support meaning of the text. He/she offers a mundane opinion about the text that reflects the obvious. | | The reader retells or lists details from the text. His/her ideas are uncertain and references to the text, if any, are confusing.  The reader mentions connections that are irrelevant and may not link to the text. He/she may allude to or altogether disregard structures and features of the text. The reader comments on the text and may indicate preferences about the text. |
| **Overall**  **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% |