

Rubric for Expectation 1.7 Analyzing Text Grade:

Students will analyze texts and explain how various elements in them contribute to meaning.

Question:

Criteria	R	Level 1	Level 2	Level 3	Level 4
Identify important elements and features	-no response - incomprehensible -irrelevant	-identifies few/ or no important features and elements	- identifies some important features and elements	-identifies most of the important features and elements	-identifies all of the important features and elements
Gives examples of each characteristic directly from the text read	-no response -incomprehensible -irrelevant examples	-provides few/ or no examples from the text	-provides some simple examples directly from the text	-provides an appropriate example of each characteristic, from the text read	-provides an insightful example of each characteristic, from the text read
Includes detail in the explanation of how the elements help them to make meaning from the text	-no response -incomprehensible -completely irrelevant	-identifies insufficient text evidence -cites inadequate supporting details	-identifies somewhat relevant text evidence -cites some general or predictable supporting details	-identifies relevant and sufficient text evidence -cites logical and supporting details	-identifies relevant and complex text evidence -cites very specific supporting details

Qualifiers:

R: no response, illegible, incomprehensible, extremely limited, completely irrelevant, “I don’t know”

Level 1 - Limited Performance: not relevant, insufficient, overly general or vague, superficial, unclear, incorrect, inconsistent, simplistic, significant omissions

Level 2 - Inconsistent Performance: somewhat relevant, somewhat specific, general, needs to be further developed, inconsistently accurate, limited specificity, repetitive, partially complete, predictable, simplistic

Level 3 - Good Performance: complete, relevant, reasonably well developed, straightforward, logical, well supported, reasonably clear, adequate focus, adherence to topic, occasional repetition or omissions

Level 4 - Excellent Performance: specific, precise, complex, very well developed, precise, very clear, focussed, original, thoughtful, insightful