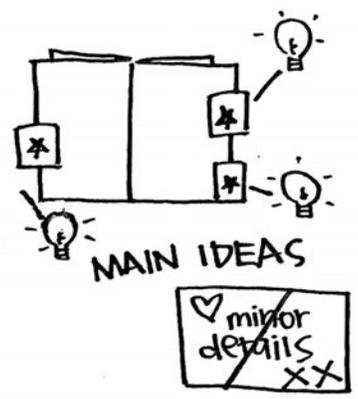


# Informational Reading Self-Assessment Rubric

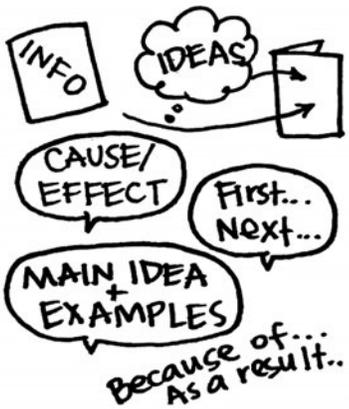
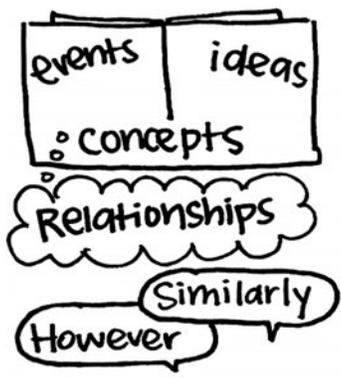
	Level 3	Level 4	Level 5
Main Idea(s) and Supporting Details/ Summary	<ul style="list-style-type: none"> <li><input type="checkbox"/> I wrote about the main idea(s).</li> <li><input type="checkbox"/> I wrote about the important details.</li> <li><input type="checkbox"/> I wrote a brief summary (½ page or less).</li> <li><input type="checkbox"/> I left out any unimportant information.</li> </ul> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> I wrote about the main idea(s).</li> <li><input type="checkbox"/> I included a few carefully selected details that link to the main idea.</li> <li><input type="checkbox"/> I used the text structure in my response.</li> <li><input type="checkbox"/> I wrote a brief summary.</li> <li><input type="checkbox"/> I kept my own opinions separate from the ideas in the text.</li> </ul> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> I wrote about more than one main idea.</li> <li><input type="checkbox"/> I included carefully selected details that support each main idea.</li> <li><input type="checkbox"/> I wrote a brief summary.</li> <li><input type="checkbox"/> I kept my own opinions separate from the ideas in the text.</li> </ul> 

(continues)

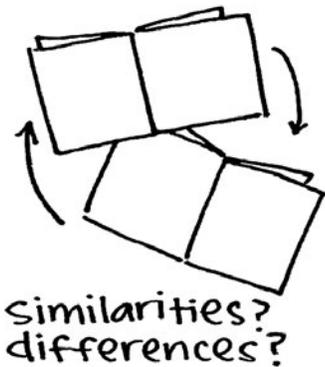
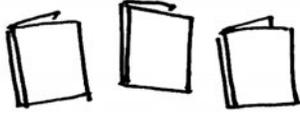
# Informational Reading Self-Assessment Rubric (continued)

	Level 3	Level 4	Level 5
Analyzing Author's Craft	<ul style="list-style-type: none"> <li><input type="checkbox"/> I noted when an author's choices stood out.</li> <li><input type="checkbox"/> I wrote to think about why the author may have written in that way.</li> </ul> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> I identified craft techniques the author used.</li> <li><input type="checkbox"/> I wrote about the writerly goal(s) the author seemed to have been aiming toward.</li> <li><input type="checkbox"/> I elaborated on this, writing at least a few sentences.</li> </ul> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> I identified craft techniques the author used.</li> <li><input type="checkbox"/> I wrote about the writerly goal(s) the author seems to have been aiming toward.</li> <li><input type="checkbox"/> I used academic language.</li> <li><input type="checkbox"/> I elaborated on how these techniques support the author's goals, in at least a few sentences.</li> <li><input type="checkbox"/> I wrote about how the text would have been different if the author had made different craft choices.</li> </ul> 

# Informational Reading Self-Assessment Rubric (continued)

	Level 3	Level 4	Level 5
<p>Inferring within Text/ Cohesion</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I wrote about how information and ideas are held together in a text. If the text is organized by time, sequentially, I can talk about what comes first or later, and I can talk about what caused something or is the result or effect of something. If the text is a main idea-and-support text, I note this and can discuss how one part is an example of the main idea.</li> <li><input type="checkbox"/> I used linking words to show the way things go together (<i>because, after, as a result, for example</i>).</li> </ul> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> When I thought about or was asked questions that required me to grasp how the ideas and information in a text went together, I could talk about what caused something or is the result of something, or what was the most important feature of something.</li> <li><input type="checkbox"/> I did this using academic language.</li> <li><input type="checkbox"/> I used examples to support my thinking.</li> <li><input type="checkbox"/> I used specific terms from the text or topic.</li> </ul> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> I wrote about the major relationships between things or ideas in the text.</li> <li><input type="checkbox"/> I came up with my own ideas about relationships/ interactions between events, ideas, key concepts.</li> <li><input type="checkbox"/> I used academic vocabulary.</li> </ul> 

# Informational Reading Self-Assessment Rubric (continued)

	Level 3	Level 4	Level 5
Comparing and Contrasting	<p><input type="checkbox"/> When reading two texts on the same topic and when asked to do so, I wrote about the similarities and differences in the specific information presented in two texts.</p>  <p>similarities? differences?</p>	<p><input type="checkbox"/> When reading two texts that are in some ways similar, I wrote about how the information in one text was somewhat different (and somewhat the same) as the information in the other text.</p> <p><input type="checkbox"/> If the texts are written very differently, I could name the differences in the craft techniques used, the focus, or the perspective.</p>  <p>FOCUS? PERSPECTIVE?</p>	<p><input type="checkbox"/> When reading two texts that were in some ways similar, I wrote about how the information in one text was somewhat different (and somewhat the same) as the information in other text.</p> <p><input type="checkbox"/> I also compared and contrasted the texts (or parts of texts) in terms of perspective, craft, and/or structure.</p> <p><input type="checkbox"/> When the texts contradicted each other, I thought, "Which author is on which side of the disagreement?" and I tried to figure out why the two authors might each say something different.</p>  <p>* content * perspectives * craft &amp; structure</p>