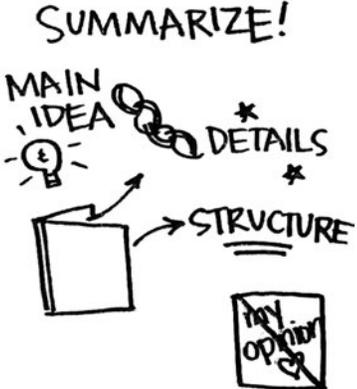
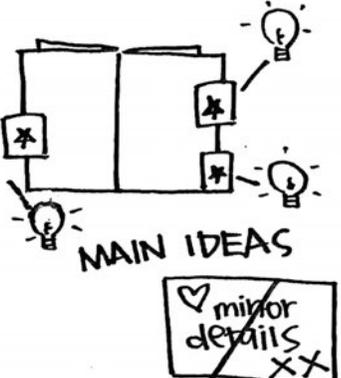
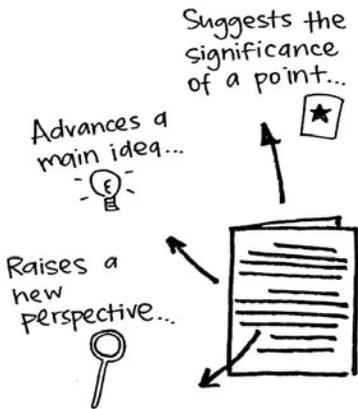


# Informational Reading Self-Assessment Rubric

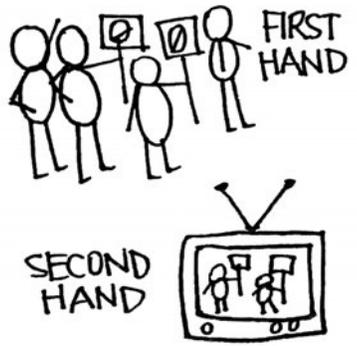
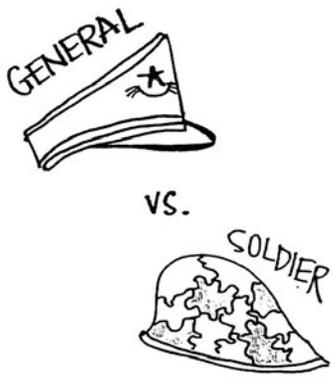
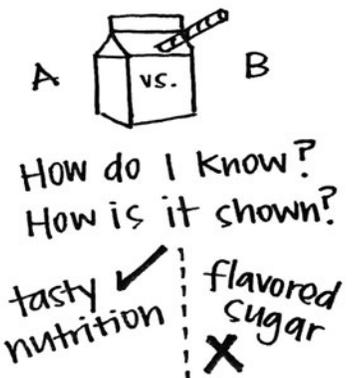
	Level 4	Level 5	Level 6
Main Idea(s) and Supporting Details/ Summary	<ul style="list-style-type: none"> <li><input type="checkbox"/> I wrote about the main idea(s).</li> <li><input type="checkbox"/> I included a few carefully selected details that link to the main idea.</li> <li><input type="checkbox"/> 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> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> I wrote about several main ideas or a central idea.</li> <li><input type="checkbox"/> I identified the idea that seems the strongest.</li> <li><input type="checkbox"/> I supported my ideas/claims with specific details or quotes, and chose evidence that is the strongest.</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 4	Level 5	Level 6
Analyzing Parts of a Text in Relation to the Whole	<ul style="list-style-type: none"> <li><input type="checkbox"/> I wrote about why the author seems to have included one part of the text. What does it add?</li> <li><input type="checkbox"/> I explained how that one part is important to the whole text (e.g., it's an example of a main idea or it provides reasons to support the author's argument).</li> </ul> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> I wrote about how one part fits with the whole structure and with the main idea(s).</li> <li><input type="checkbox"/> I used academic language to explain how one part is important to the whole text (e.g., it illustrates an idea/claim, it shows the implication of an idea).</li> <li><input type="checkbox"/> If the text was an argument, I explained which details went with which points.</li> </ul> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> I wrote about how a part contributes to the development of the author's central idea or contributes in other ways to the text (for example, it engages the reader by . . .).</li> <li><input type="checkbox"/> I used academic language to discuss authors' techniques.</li> <li><input type="checkbox"/> If the text was an argument, I explained which claims were more strongly supported and which details were most convincing.</li> </ul> 

# Informational Reading Self-Assessment Rubric (continued)

	Level 4	Level 5	Level 6
Analyzing Perspective	<ul style="list-style-type: none"> <li><input type="checkbox"/> I named the point of view of the writer—firsthand or secondhand.</li> <li><input type="checkbox"/> I wrote about how the author's point of view probably affected the information that was/wasn't revealed in the text.</li> </ul> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> I named the point of view and discussed how the author's point of view probably affected the slant in which the information was presented or the choice of information.</li> <li><input type="checkbox"/> I noted when the texts showed different points of view.</li> <li><input type="checkbox"/> I wrote reasons why the narrator probably thought/felt as s/he did (when possible).</li> </ul> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> I noted the details that reveal the author's perspective, and I wrote about how these details do so.</li> <li><input type="checkbox"/> I identified how the author's perspective was related to his or her vested interests or roles.</li> <li><input type="checkbox"/> I noted when two texts showed different points of view and/or when there were different points of view in one text.</li> </ul> 

# Informational Reading Self-Assessment Rubric (continued)

	Level 4	Level 5	Level 6
Cross Text(s) Synthesis	<ul style="list-style-type: none"> <li><input type="checkbox"/> I put together information and ideas about a topic from different texts or parts of a longer text.</li> <li><input type="checkbox"/> I organized the information into categories (if possible).</li> </ul> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> I put together information and ideas about a subtopic.</li> <li><input type="checkbox"/> I included information from several sources.</li> <li><input type="checkbox"/> I formed categories (my own headings) and sorted the information that way.</li> <li><input type="checkbox"/> When one author said one thing and another, something different, I could notice this. I tried to explain the differences. Was one text a firsthand account and the other, secondhand?</li> </ul> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> I sorted information/ ideas into subtopics or categories.</li> <li><input type="checkbox"/> I included information from several sources.</li> <li><input type="checkbox"/> I explained which information came from which source.</li> <li><input type="checkbox"/> I noted when one author says one thing and another, something different, and I try to understand and explain the differences in their information or ideas.</li> </ul> 