

STUDENT NAME:

SECTION:

## ASSESSMENT RUBRIC

Please circle the proficiency level demonstrated by the student above. Alternatively, you may record all students' proficiencies using the Assessment Record Sheet.

	Sufficiently meets expectations (2)		Does not sufficiently understand or meet expectations (1)	
<b>Q1.</b> <b>Analyzes text to identify a main idea</b>	Student identifies a key passage and shows at least a general understanding of the passage <u>and</u> the text. Its explanation may be partial or mechanical (not contextualized), but should be effective enough to demonstrate understanding of the passage and the text.		Response suggests lack of understanding. Student might (1) Select an inappropriate passage; (2) Select a key passage but misunderstand it or the text as a whole; (3) Declare but not explain the passage's importance; OR (4) No passage is selected.	
	Fully meets expectations (4)	Generally meets expectations (3)	Begins to show awareness of expectations (2)	Does not show awareness of expectations (1)
<b>Q2.</b> <b>Uses a range of strategies to understand texts.</b>	Describes <u>how</u> they used <u>two or more</u> strategies to understand a specific text.	Describes <u>why</u> a single chosen strategy is effective in understanding a specific text. (May name more than one strategy.) -OR- describes why one or several strategies work <u>in general</u> without connecting directly to a specific text.	Names one or several strategies, but shows limited understanding of what makes a strategy effective.	Chosen strategies do not reflect college-level techniques taught in the class. -OR- Strategies are poorly chosen for the text, and no explanation is provided. -OR- No strategies are identified.
<b>Q3. Recognizes relationships between genre and context</b> (e.g., demonstrates understanding that writers choose a form appropriate to their purpose).	Accurately identifies the genre and some main features. Explains with some detail and insight how the chosen genre aligns with the author's purpose.	Accurately identifies the genre and explains its appropriateness for the author's purpose, but doesn't identify its main features.	Shows some limited understanding of how genre and purpose align. May name the genre and some features. -OR- Shows limited understanding of the purpose of the text.	Does not explain why the author employs this genre. Does not attempt to name the genre or any of its features. May not understand the concept of genre.
<b>Q4.</b> <b>Identifies how other sources helped explain text</b> (e.g., activates schema: draws on prior experience to contextualize content or reveal genre).	Identifies <u>specific</u> source(s) and explains in some detail how the source(s) helped <u>accurately</u> explain the text.	Identifies a source or sources; in their explanation, shows some analogical or associative understanding to link text and source.	Identifies type(s) of source(s). Explains generally how sources contributed to their understanding of the text. Response may be limited by limited understanding of text or genre.	Does not identify (appropriate) sources of information, or explain how they connect to text. Response may be nonsensical or absent.