

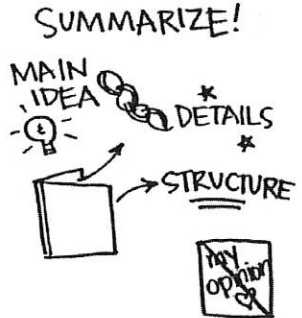
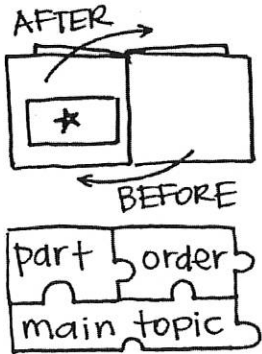
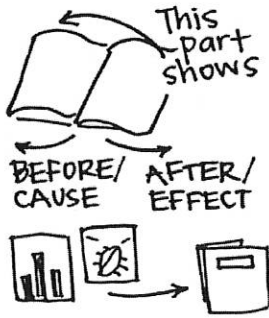

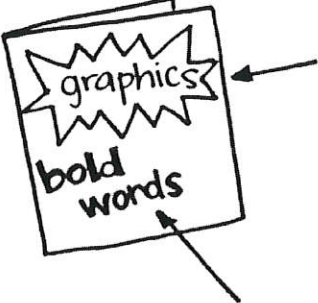



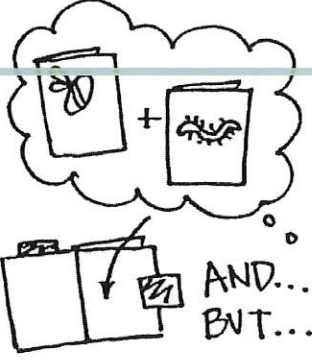


# Informational Reading Self-Assessment Rubric

	Level 2	Level 3	Level 4
<p><b>Main Idea(s) and Supporting Details/ Summary</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I named the topic (but not the idea) that the text tells about.</li> <li><input type="checkbox"/> I told information I learned from different parts.</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 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> 
<p><b>Analyzing Parts of a Text in Relation to the Whole</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> When asked to do so, I could notice ways that different parts of a text went together.</li> <li><input type="checkbox"/> When asked to do so, I wrote about how one part of a text fits into an order of events or of steps or about how one part of the text says more about the main topic.</li> </ul> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> I wrote about how information goes together in a text. I might have done this by writing about how one event comes before or after others, or about how some things are examples that go with the main idea.</li> <li><input type="checkbox"/> I used linking words to show the way things go together.</li> </ul> 	<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> 

(continues)

## Informational Reading Self-Assessment Rubric (continued)

	Level 2	Level 3	Level 4
<b>Analyzing Author's Craft</b>	<input type="checkbox"/> I noticed when the author used special techniques or I noticed special features in the text.  	<input type="checkbox"/> I noted when an author's choices stood out. <input type="checkbox"/> I wrote to think about why the author may have written in that way.  	<input type="checkbox"/> I identified craft techniques the author used. <input type="checkbox"/> I wrote about the writerly goal(s) the author seemed to have been aiming toward. <input type="checkbox"/> I elaborated on this, writing at least a few sentences.  
<b>Cross Text(s) Synthesis</b>	<input type="checkbox"/> I added what I learned from one part of text onto what I learned from another part of text.  	<input type="checkbox"/> I put together information on a subtopic from different texts or parts of a longer text.  	<input type="checkbox"/> I put together information and ideas about a topic from different texts or parts of a longer text. <input type="checkbox"/> I organized the information into categories (if possible).  