

Rfi Rubric

Developing an Interpretation

The reader constructs an interpretation and/or explanation of the text AND connects the text to other information and knowledge.

Score	Making Connections	Author's Organization of Text	Author's Purpose	Text Evidence
2	Student makes strong connections (provides connection example and support for making connection) between what the author says and what the student knows from personal experiences, other texts, or knowledge of the world.	Student identifies or infers how the author organized the text and makes a connection between the text structure and the author's message .	Student makes conclusions about the author's purpose and the author's inclusion of or omission of specific details in the text.	Student cites specific and important evidence from the text to draw or support conclusions described in his/her written response.
1	Student makes some connections between what the author says and what the student knows from personal experiences, other texts, or knowledge of the world.	Student identifies or infers how the author organized the text but does not make a connection between the text structure and the author's message.	Student makes conclusions about the author's purpose but does not address the author's inclusion of or omission of specific details in the text.	Student cites specific and important evidence from the text but it does not strongly support conclusions described in his/her written response.
0	Student makes no connections between what the author says and what the student knows from personal experiences, other texts, or knowledge of the world.	Student does not include information on how the author organized the text or make a connection between the text structure and the author's message.	Student does not make conclusions about the author's purpose.	Student does not cite specific and important evidence from the text to draw or support conclusions described in his/her written response.

Criteria	Addressed in Response	Next Steps
Making Connections		
Author's Organization of Text		
Author's Purpose		
Text Evidence		

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Demonstrating a Critical Stance

The reader will elaborate on the text and make judgments about the text's quality and themes.

Score	Using Information For Predictions	Author's Craft & Literary Devices	Evaluation of Information in Text (Explicit & Implicit)	Selection, Synthesis, and Use of Information in Critical Response	Awareness of Values, Customs, Ethics, and Beliefs
2	Student identifies information from text, uses the information to make predictions and connections beyond the text.	Student analyzes the author's craft, identifies literary devices, and makes connection between author's message and effective use of literary device(s.)	Student identifies implicit and explicit information in text. Student includes an insightful evaluation or judgment of this information in written response or extension of the text with evidence cited.	Student selects relevant information provided in text and synthesizes or uses the information in written response to or extension of the text.	Student includes written evidence of awareness of author's message regarding values, customs, ethics, and beliefs with specific text reference(s) demonstrating understanding of author's purpose or audience.
1	Student identifies some information from text. Attempts to make predictions and connections beyond the text are developing.	Student attempts to analyze the author's craft are developing. Mention of literary devices made with no or minimal connection between author's message and effective use of literary device(s.)	Student attempts to identify implicit and explicit information in text Student suggests evaluation or judgment of this information in written response or extension of the text with little or no evidence cited.	Student attempts to select information provided in text and includes the information in written response to or extension of the text, but does not connect the information coherently.	Student includes written evidence of awareness of author's message regarding values, customs, ethics, and beliefs with specific text reference(s) or demonstrates some understanding of author's purpose or audience, but does not connect the two.
0	Student may reference the text, but does not make predictions or connections beyond the text.	Student does not analyzes the author's craft or identify literary devices.	Student makes little or no attempt to identify implicit and explicit information in text Student evaluation or judgment of this is absent or superficial.	Student does not select relevant information from the text or provides simple, unsupported, illogical, vague or disconnected information.	Student does not include written evidence of awareness of author's message regarding values, customs, ethics, and beliefs.

Criteria	Addressed in Response	Next Steps
Using Information For Predictions		
Author's Craft & Literary Devices		
Evaluation of Information in Text (Explicit & Implicit)		
Selection, Synthesis, and Use of Information in Critical Response		
Awareness of Values, Customs, Ethics, and Beliefs		