

Example of a rubric that is generic and might be used either for oral or silent reading.

<i>Teachers prompt students to respond in writing to reading. Text may be read aloud or silently by student.</i>	
SCORE	CRITERIA
4	<ul style="list-style-type: none"> • Reader demonstrates an accurate understanding of important information in the text by focusing on one or more key ideas. • Reader uses information from the text to interpret concepts or make connections through analysis, evaluation, inference, or comparison/contrast. • Reader uses relevant and accurate references; most are specific and fully supported. • Reader integrates interpretation of the text with text-based support (balanced).
3	<ul style="list-style-type: none"> • Reader demonstrates an accurate understanding of information in the text by focusing on a key idea. • Reader uses information from the text to interpret concepts or make connections through analysis, evaluation, inference, or comparison/contrast with some minor gaps. • Reader uses relevant and accurate references; some are specific; some may be general and not fully supported. • Reader partially integrates interpretation of the text with text-based support.
2	<ul style="list-style-type: none"> • Reader demonstrates an accurate but limited understanding of the text. • Reader uses information from the text to make simplistic interpretations of the text by making only limited connections to other situations or contexts. • Reader uses irrelevant or limited references. • Reader generalizes without illustrating key ideas; may have gaps.
1	<ul style="list-style-type: none"> • Reader demonstrates little or no understanding of the text; may be inaccurate. • Reader makes little or no interpretation of the text. • Reader uses no references or references are inaccurate. • Reader’s response is insufficient to show that criteria are met.
0	<ul style="list-style-type: none"> • Reader’s response is absent or does not address the task. • Reader’s response is insufficient to show that criteria are met.