Reading Rubric Scoring Guide:

You may decide to score all of the responses to text (video response, text#1 and text#2). If so, average the score points for a final reading score.
You may decide to score only the response to the last text (text#2) as this is the grade level text. If so, use the score for this response as a final reading score.
In a post-assessment, use the same approach to achieve comparable results.

4th Reading Rubric	Level 1- Novice	1.5	Level 2- Developing	2.5	Level 3- Effective	3.5	Level 4 Highly Effective	
R. Standard 4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.								**Score:**
	Attempts to reference source material, but refers to few or no details or examples from the provided sources. References to source material demonstrate inaccurate understandings of the details or the ideas in the text.		Refers to at least one detail or example from the provided source. Some details may not support the idea from the text the student is discussing. References to source material demonstrate a mostly literal understanding of the text.		Refers to more than one relevant detail and/or example from the provided source(s). References to source material demonstrate an accurate understanding of literal and inferential details from the text.		Selects the most relevant details and examples from the provided source(s) to support the main claim. Elaborates on source material to demonstrate an accurate and insightful understanding of literal and inferential details from the text.	

4th Writing Rubric	Level 1- Novice	1.5	Level 2- Developing	2.5	Level 3- Effective	3.5	Level 4 Highly Effective	
W. Standard 4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information								**Score:**
Position	Attempts to make a claim, but does not take up a particular side of the issue. May introduce the general topic rather than stating an opinion about the topic.		Makes a claim that connects to the given topic. The claim may not make clear which side of the topic the writer will support.		Makes a claim that connects to the given topic and takes a clear position.		Makes a claim that takes a clear position; demonstrates the writer's understanding of the complexity of the issue.	
Structure: Introduces topic; Provides a concluding statement	Gestures towards an introduction and/or a conclusion. These sections may go off on slight tangents from the main claim, relating to the topic generally but not addressing the main argument.		Provides a very brief introduction, which may not connect closely to the claim. Provides a conclusion that may restate the claim.		Provides an introduction to the claim, clearly announcing that this is an argument. Attempts to inspire readers to care about the topic and/or claim. Provides a conclusion that connects to the writer's main claim.		Provides an introduction that orients the reader to what is most important in the argument. Concludes the essay with a section that highlights important points and facts from across the rest of the piece or brings in new, effective evidence.	

4th Writing Rubric	Level 1- Novice	1.5	Level 2- Developing	2.5	Level 3- Effective	3.5	Level 4 Highly Effective	
W. Standard 4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information								**Score:**
Structure: Creates an organizational structure	Organizes reasons into a list – either through a preview of the reasons in an introduction or by creating body paragraphs or other internal sections that list reasons supporting the writer's opinion. Some sections are better defined than others.		Reasons and examples are grouped so that readers can follow the writer's 'train of thought.' Sections are mostly well defined.		Uses paragraphing to group supporting ideas and their relevant evidence. It's clear how each section has been organized.		Orders paragraphs in a structure that is clearly planned: either demonstrates least to most importance; chronological order; or follows the flow of the research text.	
Structure: Transitions	Attempts to use transitional words and phrases to connect opinion and reasons: may do so inconsistently, overuse them, or use them inappropriately at times.		Ideas and reasons are connected using linking words (*for example, because*.) Reasons are connected to each other using linking words *also, another*)		Uses words and phrases to connect different parts of the piece together: to demonstrate shifting from reasons to evidence (*e.g.* "*for instance*") or to introduce a new point (*e.g.* "*in addition*").		Uses transition words and phrases to connect evidence to reasons using phrases like *this shows that...* Helps the reader move through the essay with phrases such as *another reason, the most important reason.**	
Development: Elaboration	The writer provides at least one reason supporting the claim. The writer attempts to write more about at least one reason in the form of explanatory sentence(s) or supporting information.		The writer provides reasons for the claim. Some information or explanation is provided as support for the writer's reason(s) or to connect the reason(s) to the claim.		Writes 2-3 sentences about each reason, including relevant examples and information. Most information supports the claim.		Includes a variety of evidence to support each reason (facts, examples, quotations, micro-stories, information). Discusses/explains some evidence.	x 2:
Language Conventions	Many words are spelled conventionally. The writer uses sentences: he/she capitalizes the beginning of sentences and uses ending punctuation. Some sentences are complex.		Most words are spelled conventionally, including some domain-specific vocabulary. Capitalization, ending punctuation and use of commas in lists is mostly accurate. The writer uses a variety of sentence lengths.		High-frequency words and many Tier II and domain-specific vocabulary words are spelled conventionally. Some complex sentences are punctuated correctly with internal commas.		Uses commas to set off introductory parts of sentences (*At this time in history, it was common to...*) Approximates correct punctuation when quoting from sources.	

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R. Standard 4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.								**Score:**
Development: Reading/Research	Attempts to reference source material, but refers to few or no details or examples from the provided source(s). References to source material demonstrate inaccurate understandings of the details or the ideas in the text.		Refers to at least one detail or example from the provided source(s). Some details may not support the writer's claim. References to source material demonstrate a mostly literal understanding of the text.		Refers to more than one relevant detail and/or example from the provided source(s). References to source material demonstrate an accurate understanding of literal and inferential details from the text.		Selects the most relevant details and examples from the provided source(s) to support the main claim. Elaborates on source material to demonstrate an accurate and insightful understanding of literal and inferential details from the text.	
								Total:

Writing Rubric Scoring Instructions:

- Circle the descriptor in each row that best describes the student's work in this category. If the work falls between two descriptors, check a mid-point box to indicate this. Use the scoring box to the right of the table to record the score for each category.
- For the category "Development: Elaboration," double the points and record in the box to the right, as indicated by the "x 2." This is because elaboration counts more towards the overall success of the piece than other individual categories.

Finding an overall Reading/Writing Scaled Score:

- Add the total points from the reading and writing rubrics to come up with a raw score.
  Use the following table to calculate a scaled score:

Total Points	Scaled Score
1-9	1
9.5-13.5	1.5
14-18	2
18.5-22.5	2.5
23-27	3
27.5-31.5	3.5
32-36	4

- To look closely at growth between pre- and post-assessments, keep this rubric with the circled descriptors.
- **You will want to track growth across sub-sections, not just in the scaled score.**