

## Reading Extended-Response Scoring Rubric

Readers identify important information found explicitly and implicitly in the text. Readers use this information to interpret the text and/or make connections to other situations or contexts through analysis, evaluation, or comparison/contrast. A student-friendly version of this extended-response rubric is available online at [www.isbe.net/assessment/reading.htm](http://www.isbe.net/assessment/reading.htm).

Score	Criteria
4	<ul style="list-style-type: none"> <li>• Reader demonstrates an accurate understanding of important information in the text by focusing on the key ideas presented explicitly and implicitly.</li> <li>• Reader uses information from the text to interpret significant concepts or make connections to other situations or contexts logically through analysis, evaluation, inference, or comparison/contrast.</li> <li>• Reader uses relevant and accurate references; most are specific and fully supported.</li> <li>• Reader integrates interpretation of the text with text-based support (balanced).</li> </ul>
3	<ul style="list-style-type: none"> <li>• Reader demonstrates an accurate understanding of information in the text by focusing on some key ideas presented explicitly and implicitly.</li> <li>• Reader uses information from the text to interpret significant concepts or make connections to other situations or contexts logically (with some gaps) through analysis, evaluation, inference, or comparison/contrast.</li> <li>• Reader uses relevant and accurate references; some are specific; some may be general and not fully supported.</li> <li>• Reader partially integrates interpretation of the text with text-based support.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Reader demonstrates an accurate but limited understanding of the text.</li> <li>• Reader uses information from the text to make simplistic interpretations of the text without using significant concepts or by making only limited connections to other situations or contexts.</li> <li>• Reader uses irrelevant or limited references.</li> <li>• Reader generalizes without illustrating key ideas; may have gaps.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Reader demonstrates little or no understanding of the text; may be inaccurate.</li> <li>• Reader makes little or no interpretation of the text.</li> <li>• Reader uses no references or the references are inaccurate.</li> <li>• Reader's response is insufficient to show that criteria are met.</li> </ul>
0	<ul style="list-style-type: none"> <li>• Reader's response is absent or does not address the task.</li> <li>• Reader's response is insufficient to show that criteria are met.</li> </ul>

Grade: 6

Sample: 1

Score: 3

**DIRECTIONS**

Make sure you

- read the question completely before you start to write your answer,
- write your answer to the question in your own words,
- write as clearly as you can so that another person can read your answer and understand what you were thinking,
- review your answer to see if you need to rewrite any part of it.

Steps I would have taken to lessen the damage of the fire. Some of the residents thought that the fire was not going to be really serious so they just did not prepare. If I would have heard there was a fire coming I would have hurried to safety if I knew the fire was gonna be "big", "huge", or "dangerous". I would have got my belongings and left. Like Hurricane Katrina some people didn't think that the hurricane was a really big deal so they did not prepare. The firefighters in the story were all really tired from the previous fire and the equipment didn't do any good since it was worn out from the previous fire too. If I would have known that a fire this "big" was coming I would have went to the nearest river and I would have took my crew and we would have filled buckets of water and took it back to the city. Even if we were tired from another fire we would have done our job and saved our people.

It was kinda hard for the firefighters to concentrate on the fire when alot of people were running around and screaming and lollygagging around. I would have just concentrated on the fire and worked hard to put it out. The fire had died out eventually and about 300 people were killed and 100,000 were home less because of the fire. After the fire I would have got a rescue time to pick up the people who were left on the streets and everywhere. We would have tried to rebuild the city and help our people. That's how I would have dealt with this "horrible" fire.

\*The response demonstrates an accurate understanding of the passage, but the text references and interpretation of the text are not balanced. The response makes a connection between the text and information outside the passage (the Hurricane Katrina reference), but more specific text references are needed.

\*The student needed to more thoroughly explain the events associated with the fire for this response to move beyond a score of 3.

Grade: 6

Sample: 2

Score: 4

**DIRECTIONS**

Make sure you

- read the question completely before you start to write your answer,
- write your answer to the question in your own words,
- write as clearly as you can so that another person can read your answer and understand what you were thinking,
- review your answer to see if you need to rewrite any part of it.

I think the steps they should have used to lessen the damage are..... First, do not assume that any smoke or flames are just embers from the previous fire. Those embers should be put out because they can gain friction and start a new fire. Second, before you set out to get rid of a fire, make sure that all your equipment is in good shape to fight off another fire even if you did kill one the night before. The story states - "The fire hose and steam-powered water pump were in bad condition from fighting the previous night's fire." The reason that happened is because they didn't check their equipment before they left. Third, warn the people of the town that there is a fire no matter

how little it is they should be prepared to run. This way you can prevent people from dying, like the story says - "About 300 people died in the blaze, and more than 100,000 people were left homeless." That wouldn't have happened if more people were warned. Fourth, be sure you have a back up pump so if the water system shuts down you can still get water from Lake Michigan and The Chicago River, but from a pump/hose (long). Like in the story - "The firefighters had to drag water in buckets and large containers from Lake Michigan and the Chicago River." They could have had a pump but did think of it. Which reminds me of when I went to the doctor, during the flu season, to get a flu shot. Since everyone was getting the flu he didn't have enough so he gave me his back up. My doctor had a back up so he was prepared, but the firefighters didn't and that's why so many people died.

\*The response presents a very clear understanding of the events associated with the fire. The student has several specific text-based references in the response. After each of the references, the student expands beyond and elaborates on each point. By using this technique to answer the question, the student provides balance between text-based support and interpretation of the text. In the end, the student draws a connection between a personal experience and events described in the passage.

\*This well-written response, combined with the format used, meets all the requirements for the score point of 4.