

# Non-Fiction Assessment Rubric

|                                      | Super                                                                                                                                                                                                                     | Stretching                                                                                                                                                                                                                    | Stellar                                                                                                                                                                                                                                                            | Stratospheric                                                                                                                                                                                                                                                                                               |
|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Audience and Purpose</b>          | The style of the writing may be limited or mostly unsuitable, with some evidence of awareness of reader.                                                                                                                  | Style is mostly suitable, but may be lacking in correct formality. Some writing is for the correct purpose.                                                                                                                   | Style is adapted to the audience mostly successfully. Purpose is clear and audience interest is maintained throughout.                                                                                                                                             | Confident and successful use of style to inform and interest the reader, keeping them engaged and creating an emotional response.                                                                                                                                                                           |
| <b>Text Structure and Paragraphs</b> | Writing is mainly in one chunk and may be limited in length.<br><br>The text may refer to lots of different topics in one paragraph.<br><br>Short sentences that are mainly simple and not always constructed accurately. | There is some attempt to organise content into sections.<br><br>Generally works towards a conclusion, but may be unclear in places.<br><br>Mostly simple sentences, perhaps with some connectives such as 'and', 'but', 'so'. | Clearly paragraphed with ideas organised into sections.<br><br>There may be some links between paragraphs through the use of connectives.<br><br>Sentence types are varied and sometimes ambitious, including more sophisticated constructions such as adverbials. | Paragraphing is controlled to create effect, e.g. a one-word or one-sentence paragraph for effect.<br><br>Writing is organised to manipulate the reader or reveal information in a powerful way.<br><br>Control of a variety of sentence types is evident with a variety of subordination to create effect. |
| <b>Content</b>                       | Ideas are mostly appropriate but may be quite limited. There is some attempt to create interest.                                                                                                                          | Ideas are beginning to develop with some additional information given to develop the viewpoint, but may be unambitious.                                                                                                       | Ideas are appropriate and developed imaginatively in places. There may be some provocative use of linguistic techniques to create effect.                                                                                                                          | Imaginative, interesting and controlled ideas; able to manipulate voice and change register convincingly.                                                                                                                                                                                                   |



# Response To Non Fiction Rubric

**Eleanor Summers**



## **Response To Non Fiction Rubric:**

Non-Fiction Text Structures for Better Comprehension and Response Gail Saunders-Smith, 2009 Non fiction text structures organize information into comprehensible patterns Knowing how to recognize and use these structures to navigate non fiction text greatly improves students understanding of what they read Gail Saunders Smith simplifies the process by providing teachers of grades 4 8 with ways to teach each of the five non fiction text structures compare contrast cause effect sequence procedure question answer and exemplification engaging whole class and small group activities using written verbal image three dimensional and technology responses study skills for locating recording and using information tools for assessing student understanding and explanations of the text features that organize information within the text structures and mini lessons for whole class small group and independent application of students text structure knowledge Examples photographs student samples and graphic organizers support your teaching and a bibliography of professional books and resources for locating leveled non fiction texts make this a complete ready to use guide for improving student comprehension

**Reading Response Forms: Evaluating Gr. 3-4** Eleanor Summers, 2016-01-26 This is the chapter slice Evaluating Gr 3 4 from the full lesson plan Reading Response Forms Let your young readers share their thoughts about the literacy that they have heard or read themselves Our valuable and easy to use resource provides a wide variety of skill based worksheets and purposeful hands on activities that are all based on the six levels of Bloom s Taxonomy Use to supplement your present reading program or as independent student work Our worksheet activities will help to engage and build the full range of thinking skills essential for reading comprehension and focus on many other skills including knowledge comprehension application analysis synthesis and evaluation Also included is a teacher implementation guide student assessment rubrics word puzzles color graphic organizers and a comprehension quiz All of our content meets the Common Core State Standards and are written to Bloom s Taxonomy

**Reading Response Forms Gr. 3-4** Eleanor Summers, 2008-02-01 Offer young readers the opportunity to share their thoughts about their literary experiences Our resource provides an easy to use breakdown of a novel to ensure student comprehension Identify different describing words to show what you remember from the story Draw your favorite character based on what you understood from the reading Apply what you know by comparing a character from the book to yourself Dissect the cover and title of the book to analyze how the story will unfold Evaluate a character s behavior by writing up a report card Become a set designer and create a movie from the events in the story Aligned to your State Standards and written to Bloom s Taxonomy reproducible and hands on activities crossword word search comprehension quiz and answer key are also included

Reading Response Forms Big Book Gr. 1-6 Eleanor Summers, 2008-01-01 Encourage students to eagerly share their impressions about literature with our Reading Response Forms 3 book BUNDLE Our open ended resource includes engaging purposeful and grade appropriate worksheets to stimulate critical thinking Starting with grades 1 2 students draft a story summary to show what they remember from the

text Next they apply what they ve read to real life as they imagine spending a summer with the main character Then in grades 3 4 students will draw their favorite character based on what they understood from the reading They will dissect the cover and title of the book to analyze how the story will unfold Finally for grades 5 6 students find quotes from the characters and evaluate why each one was important Then they will show their creative side by rewriting a part of the story from a different point of view Aligned to your State Standards and written to Bloom s Taxonomy reproducible and hands on activities crossword word search comprehension quiz and answer key are also included **Reading Response Forms Gr. 5-6**

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