

## Elementary Independent Reading 1

CATEGORY	4	3	2	1
<b>Respects others</b>	Student reads quietly and stays in one place in the reading area.	Student reads quietly. S/he moves around once or twice but does not distract others.	Student makes 1-2 comments or noises when reading, but stays in one place in reading area.	Student reads loudly, makes repeated comments or noises OR fidgets and moves about often, distracting others.
<b>Stays on task</b>	Student reads the entire period. This may be independent reading or done with adult or peer assistance, as assigned.	Student reads almost all (80% or more) of the period.	Student reads some (50% or more) of the time.	Student wastes a lot of reading time.
<b>Chooses Appropriate Books</b>	Student chooses a book which s/he has not read before, which is at or above grade level, or has been previously approved by the teacher.	Student chooses a book which s/he has never read before and which is slightly below his/her reading level.	Student chooses a book s/he has read once before that is close to his/her reading level and was approved by the teacher.	Student chooses a book that s/he has read many times before or which is more than one grade below student's reading level.
<b>Focus on story/article</b>	Student is lost in the story. There's no looking around or flipping through the pages.	Student seems to be enjoying and moving through the story, but takes some short breaks.	Student seems to be reading the story, but doesn't seem to be very interested. Takes a few short breaks.	Pretends to read the story. Mostly looks around or fiddles with things.

## Elementary Independent Reading 2

CATEGORY	4	3	2	1
<b>Tries to understand</b>	Stops reading when it doesn't make sense and reads parts again. Looks up words s/he doesn't know.	Stops reading when it doesn't make sense and tries to use strategies to get through the tricky spots or to figure out new words.	Stops reading when it doesn't makes sense and asks for assistance.	Gives up entirely OR plows on without trying to understand the story.
<b>Understands story elements</b>	Student knows the title of the story as well as the names and descriptions of the important characters. Can tell approximately when and where the story happened.	Student knows the names and descriptions of the important characters and where the story takes place.	Student knows the names OR descriptions of the important characters in the story.	Student has trouble naming and describing the characters in the story.
<b>Thinks about the story/article</b>	Student accurately describes what has happened in the story and tries to predict "what will happen next."	Student accurately describes what has happened in the story.	Student accurately describes most of what happened in the story.	Student has difficulty re-telling the story.
<b>Thinks about the characters</b>	Student describes how different characters might have felt at different points in the story and points out some pictures or words to support his interpretation without being asked.	Student describes how different characters might have felt at different points in the story, but does not provide support for the interpretation unless asked.	Student describes how different characters might have felt at different points in the story, but does NOT provide good support for the interpretation, even when asked	Student cannot describe how different characters might have felt at different points in the story.

## ACQUIRING INFORMATION

### DIRECTIONS:

This form is designed to help you evaluate a student's skill in acquiring information. Read the statements below. Then indicate the number from the following scale that reflects your assessment of the student's mastery of this skill.

1 = Weak 2 = Moderately Weak 3 = Average 4 = Moderately Strong 5 = Strong

Statement	1	2	3	4	5
1. The student makes good use of research aids such as indices, electronic finding aids, guides, and catalogues.					
2. The student seeks out more than one source of information.					
3. The student makes judgments about the relevance of information gathered.					
4. The student makes judgments about the quality and reliability of information gathered.					
5. The student expands research paths by looking for information under related topics as well.					
6. The student develops a research strand by using the bibliography of one resource to locate other sources of information.					
7. The student distinguishes between factual information and opinion.					
8. The student effectively organizes the information acquired.					
9. The acquired information meets the requirements of the assignment or task.					
10. The student demonstrates his or her full potential in applying this skill.					
<b>Additional Comments:</b>					
<b>Total Points/Grade:</b> _____					

## DRAWING CONCLUSIONS

### DIRECTIONS:

This form is designed to help you evaluate a student's skill in drawing conclusions. Read the statements below. Then indicate the number from the following scale that reflects your assessment of the student's mastery of this skill.

1 = Weak 2 = Moderately Weak 3 = Average 4 = Moderately Strong 5 = Strong

Statement	1	2	3	4	5
1. The student gathers and considers appropriate information and evidence.					
2. The student identifies the main points in the information that are relevant to the topic.					
3. The student thoughtfully analyzes and evaluates alternative information, explanations, and points of view.					
4. The student fair-mindedly follows where evidence and explanations lead.					
5. The student draws conclusions that are solidly based on reasoned evidence.					
6. The conclusion employs the appropriate information or facts.					
7. The conclusion shows an understanding of the appropriate concepts or topics.					
8. The conclusion fulfils the requirements of the assignment.					
9. The conclusion is presented in a clear, concise, and appropriate manner.					
10. Overall, the conclusion demonstrates the student's full potential in applying this skill.					
<b>Additional Comments:</b>					
<b>Total Points/Grade:</b> _____					

## JUDGING INFORMATION

### DIRECTIONS:

This form is designed to help you evaluate a student's skill in judging or evaluating information. Read the statements below. Then indicate the number from the following scale that reflects your assessment of the student's mastery of this skill.

1 = Weak 2 = Moderately Weak 3 = Average 4 = Moderately Strong 5 = Strong

Statement	1	2	3	4	5
1. The student draws conclusions about the relevance and quality of the information.					
2. The student considers the qualifications of the writer or speaker as an authority on the information.					
3. The student differentiates different sources according to their reputation and reliability.					
4. The student recognizes the existence of bias in information and of motives in sources.					
5. The student distinguishes between factual information and opinions.					
6. The student looks for evidence in the information to back up any assertions made by the author.					
7. The student distinguishes between primary sources and secondary sources of information.					
8. The student assesses the reliability of information, or of a source, by checking some of its content against other sources.					
9. The student depends on a variety of sources for his or her information.					
10. The student's evaluation of information demonstrates his or her full potential in applying this skill.					
<b>Additional Comments:</b>					
<b>Total Points/Grade:</b> _____					

## Analysing information

CATEGORY	4	3	2	1
<b>Identifies important information</b>	Student lists all the main points of the article without having the article in front of him/her.	The student lists all the main points, but uses the article for reference.	The student lists all but one of the main points, using the article for reference. She/He does not highlight any unimportant points.	The student cannot identify important information with accuracy.
<b>Identifies details</b>	Student recalls several details for each main point without referring to the article.	Student recalls several details for each main point, but needs to refer to the article, occasionally.	Student is able to locate most of the details when looking at the article.	Student cannot locate details with accuracy.
<b>Identifies facts</b>	Student accurately locates at least 5 facts in the article and gives a clear explanation of why these are facts, rather than opinions.	Student accurately locates 4 facts in the article and gives a reasonable explanation of why they are facts, rather than opinions.	Student accurately locates 4 facts in the article. Explanation is weak.	Student has difficulty locating facts in an article.
<b>Identifies opinions</b>	Student accurately locates at least 5 opinions in the article and gives a clear explanation of why these are opinions, rather than facts.	Student accurately locates at least 4 opinions in the article and gives a reasonable explanation of why these are opinions, rather than facts.	Student accurately locates at least 4 opinions in the article. Explanation is weak.	Student has difficulty locating opinions in an article.
<b>Relates Graphics to Text</b>	Student accurately explains how each graphic/diagram is related to the text, and accurately determines whether each graphic/diagram agrees with the information in the text.	Student accurately explains how each graphic/diagram is related to the text.	Student accurately explains how some of the diagrams are related to the text.	Student has difficulty relating graphics and diagrams to the text.
<b>Summarisation</b>	Student uses only 1-3 sentences to describe clearly what the article is about.	Student uses several sentences to accurately describe what the article is about.	Student summarizes most of the article accurately, but has some slight misunderstanding.	Student has great difficulty summarizing the article.

## Book Jacket Report 1

CATEGORY	4	3	2	1
<b>Front Cover</b>	Includes an illustration, title of the book, and author's name. Font and colours fit the emotional content of the book. The graphic illustrates some scene from the book.	Includes an illustration, title of the book, and author's name. The graphic illustrates some scene from the book.	Includes an illustration, title of the book, and author's name.	Does not include illustration, title, AND/OR author's name.
<b>Inside Left (front) Flap</b>	Summary is well-written and includes all aspects of the story. Paragraphs are well formed. It is clear the student read the book and understood it.	Summary includes all aspects of the story, but at least one paragraph is not well formed. It is clear the student read the book.	Includes a description of some of the things that happened in the story. It appears the student read most of the book, but might not understand it.	Summary is too vague. Does not appear the student read or understood the book.
<b>Spine</b>	Includes the title, name of author, publisher name and logo. Text and logo are creatively done.	Includes the title, name of author, publisher name and logo.	Includes title, name of author and publisher name.	Missing title, author, AND/OR publisher name.
<b>Back Cover</b>	Includes two reviews of the book and student's name. Each review gives your opinion for a different aspect of the book.	Includes one review of the book and student's name. Review gives your opinion of one aspect of the book.	Includes one review of the book and student's name. Review is a mixture of fact and opinion.	Review AND/OR student's name is missing.
<b>Inside Right (back) Flap</b>	Includes a small photograph or drawing of the author, the author's name and a biography that includes some personal facts and the name of at least one other book written by the author.	Includes the author's name and a biography that includes some personal facts and the name of at least one other book written by the author.	Includes the author's name and a biography that includes some personal facts about the author.	Author's name AND/OR bibliography is missing.
<b>Spelling</b>	There are 3 or fewer spelling errors on the book jacket. The author's name and the title are spelled correctly throughout!	There are 3 or fewer spelling errors on the book jacket, but the author's name is not always spelled correctly. The title is always spelled correctly.	There are 3 or fewer spelling errors on the book jacket, but the title and author's name are not always spelled correctly.	There are more than 3 spelling errors.
<b>Grammar</b>	There are no grammatical mistakes on the book jacket.	There is 1 grammatical mistake on the book jacket.	There are 2-3 grammatical mistakes on the book jacket.	There are more than 3 grammatical mistakes on the book jacket.

## Book Jacket Report 2

<b>CATEGORY</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Vocabulary</b>	Student correctly uses 2 or more new words (at least one from the story) and can define them, if asked.	Student uses 2 or more new words, but may not be able to accurately define one of them.	Student uses 1 new word, but may not be able to accurately define it.	Student has not used any recently studied vocabulary in the book jacket.
<b>Neatness and Effort</b>	The book jacket has no distracting errors, corrections or erasures and is easily read. It appears the student spent a lot of effort getting things just right.	The book jacket has almost no distracting errors, corrections or erasures and is easily read. It appears the student worked hard on it.	The book jacket is fairly readable but the quality is not too good on some parts. It looks like the student ran out of time or didn't take care of it.	Very messy and hard to read. It looks like the student threw it together at the last minute without much care.
<b>Illustration(s)</b>	Illustrations were creative, drawn and coloured neatly and were a good size.	Illustrations were drawn and coloured neatly and were a good size.	Illustrations were drawn and coloured neatly, but some were too large or too small.	Illustrations were drawn and/or coloured carelessly.
<b>Use of Time</b>	Class time was used wisely. It is clear the student worked at home as well as at school.	Class time was used wisely. Student could have put in more time and effort outside of class.	Class time was not always used wisely, but student did do some additional work outside of class.	Class time was not used wisely and the student put in no additional effort.
<b>Persuasive/Propaganda Techniques</b>	Reviews of book used 3 persuasive techniques and student can name each and show where s/he used it.	Reviews of book used 2 persuasive techniques and student can name each and show where s/he used it.	Reviews of book used 1 persuasive technique and student can name it and show where s/he used it.	Student cannot describe what persuasive technique was used.
<b>Measurement &amp; Format</b>	Student accurately measured and folded the book jacket to the dimensions suggested by the teacher. Folds are straight as though done with a ruler.	Two portions of the book jacket were not measured/folded accurately. Folds are straight as though done with a ruler.	Two portions of the book jacket were not measured/folded accurately.	Most of the book jacket was not measured/folded accurately.



## Literature Circle

CATEGORY	4	3	2	1
<b>Respects Others</b>	Student listens quietly, does not interrupt, and stays in assigned place without distracting fidgeting.	Student listens quietly and does not interrupt. Moves a couple of times, but does not distract others.	Student interrupts once or twice, but comments are relevant. Stays in assigned place without distracting movements.	Student interrupts often by whispering, making comments or noises that distract others OR moves around in ways that distract others.
<b>Comprehension</b>	Student seems to understand entire story and accurately answers 3 questions related to the story.	Student seems to understand most of the story and accurately answers 2 questions related to the story.	Student understands some parts of the story and accurately answers 1 question related to the story.	Student has trouble understanding or remembering most parts of the story.
<b>Participates Willingly</b>	Student routinely volunteers answers to questions and willingly tries to answer questions s/he is asked.	Student volunteers once or twice and willingly tries to all questions s/he is asked.	Student does not volunteer answers, but willingly tries to answer questions s/he is asked.	Student does not willingly participate.
<b>Thinks about Characters</b>	Student describes how a character might have felt at some point in the story, and points out some pictures or words to support his/her interpretation without being asked.	Student describes how a character might have felt at some point in the story, and points out some pictures or words to support his/her interpretation when asked.	Student describes how a character might have felt at some point in the story, but does NOT provide good support for the interpretation, even when asked.	Student cannot describe how a character might have felt at a certain point in the story.
<b>Follows along</b>	Student is on the correct page and is actively reading along (eyes move along the lines) or finger is following words being read aloud by others.	Student is on the correct page and usually appears to be actively reading, but looks at the reader or the pictures occasionally. Can find place easily when called upon to read.	Student is on the correct page and seems to read along occasionally. May have a little trouble finding place when called upon to read.	Student is on the wrong page OR is clearly reading ahead or behind the person who is reading aloud.

## Small Group Presentation Rubric on a short story

<b>Evaluation</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Understanding of Topic</b>	Understands the topic in-depth and presents their information forcefully and convincingly.	Understands the topic in-depth and presents their information with ease.	Understand the main points of the topic and presents those with ease.	The team does not show an adequate understanding of the topic.
<b>Mood and Tone</b>	Presents in-depth understanding of ways word choice and literary devices affect the mood and tone of the story.	Presents clear understanding of ways word choice and literary devices affect the mood and tone of the story.	Presents adequate understanding of ways word choice and literary devices affect the mood and tone of the story.	Understanding of the ways word choice and literary devices affect the mood and tone of the story is not evident.
<b>Plot Diagram</b>	Plot diagram is accurate and complete.	Plot diagram is accurate but not fully complete.	Plot diagram is inaccurate or incomplete.	Plot diagram is inaccurate and incomplete.
<b>Summary</b>	Summary is accurate and complete.	Summary is accurate but not fully complete	Summary is inaccurate or incomplete.	Summary is inaccurate and incomplete.
<b>Working with Others</b>	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.
<b>Presentation Style</b>	Team consistently uses gestures, eye contact, tone of voice and a level of enthusiasm in a way that keeps the attention of the audience.	Team usually uses gestures, eye contact, tone of voice and a level of enthusiasm in a way that keeps the attention of the audience.	Team sometimes uses gestures, eye contact, tone of voice, and a level of enthusiasm in a way that keeps the attention of the audience.	One or more members of the team had a presentation style that does not keep the attention of the audience.

### Multimedia Book Report Rubric (Fiction)

Points	1	2	3	4	Total
<b>Title Card or Screen</b>	No title page	Title page is present, but lacks much of the required information	Title page present but lacks complete information	Title page is present and contains title, author, students' names, and appropriate graphics.	
<b>Main Characters</b>	No description of main characters	Incomplete or inadequate description of main characters	Adequate descriptions and character sketches of main characters including a few comparisons among characters	Complete description of main characters including comparisons, contrasts, and complete character sketches	
<b>Setting</b>	No description of setting	Incomplete or inaccurate description of setting	Adequate description of setting including a few visual aids	Complete description of setting. Includes many drawings, maps, and background information	
<b>Brief Summary</b>	Inadequate plot summary	Incomplete plot summary and incomplete or inaccurate story board	Adequate plot summary including some events on a story board	Complete plot summary including story board highlighting major events	
<b>Turning Point</b>	No mention of turning point	Inaccurate or incomplete description of turning point	Accurate description of turning point with some reference to contributing events	Complete, accurate description of turning point and events leading to it	
<b>Outcomes</b>	No description of outcome	Inaccurate or incomplete description of outcome	Accurate description of most outcomes	Complete, accurate description of important outcomes	

Points	1	2	3	4	Total
<b>Originality</b>	The work is a minimal plot summary. There is no evidence of new thought.	The work is merely a basic summary of the plot. There is no evidence of new thought, inventiveness, or insight.	The product shows some evidence of originality and inventiveness. Demonstrates a basic understanding of the content and extends beyond that to offer new insights and understanding of the novel.	The product shows significant evidence of originality and inventiveness. The majority of the content and many of the ideas are fresh, original, inventive, and based upon logical conclusions and accurate reading comprehension.	
<b>Student Recommendation</b>	No recommendation	No justification for recommendation	Adequate justification for recommendation	Convincing, reasonable justification for recommendation	
<b>Slide or Card Design</b>	Confusing, irrelevant, distracting use of graphics, sound, and text	Graphics and text are somewhat purposeful, but many are unrelated to content	Graphics, sounds, and text are purposeful and most are logically related to content	Purposeful, logical flow of graphics, sound, and text to convey relevant content	
<b>Oral Presentation</b>	No eye contact, voice too low to be heard, poor tone and style	Little eye contact, poor voice projection, tone, and style	Adequate eye contact, voice projection, tone, and style	Excellent eye contact, voice projection, pleasing tone, and engaging style	
<b>Group Work</b>	No teamwork, poor classroom behaviour, failed to meet deadlines and project requirements	Poor teamwork, some misbehaviour, sometimes late for deadlines and project requirements	Some teamwork, little misbehaviour, met most deadlines and project requirements	Excellent teamwork, good behaviour, worked together to meet all deadlines and project requirements	

**Novel Analysis : Reading - Analysing Information** <http://www.webenglishteacher.com/readingmain.html>

<b>CATEGORY</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Identification of important information</b>	Student describes all of the settings in each chapter of the novel.	Student describes most of the settings in each chapter of the novel.	Student describes some of the settings in each chapter of the novel.	Student describes few of the settings in each chapter of the novel.
	Student identifies and describes all the major events in each chapter of the novel	Student identifies and describes most of the major events in each chapter of the novel	Student identifies and describes some of the major events in each chapter of the novel	Student identifies and describes few of the major events in each chapter of the novel
	Student identifies the problems (conflicts) in each chapter of the novel in their entirety.	Student identifies most of the problems (conflicts) in each chapter of the novel.	Student identifies some of the problems (conflicts) in each chapter of the novel in their entirety.	Student identifies few of the problems (conflicts) in each chapter of the novel in their entirety.
	Student identifies the solution(s) to the conflicts in the novel.	Student identifies most of the solution(s) to the conflicts in the novel.	Student identifies some of the solution(s) to the conflicts in the novel.	Student identifies few of the solution(s) to the conflicts in the novel.
	Student identifies each character in each chapter of the novel.	Student identifies most characters in each chapter of the novel.	Student identifies some of the characters in each chapter of the novel.	Student identifies few characters in each chapter of the novel.
	Student analyzes each character in each chapter using the text and their own inference.	Student analyzes most every character in each chapter using the text and their own inference.	Student analyzes some of the characters in each chapter using the text and their own inference.	Student analyzes few or none of the characters in each chapter using the text and their own inference.
<b>Presentation</b>	Student shows great care and attention to detail in the final presentation of their work.	Student shows good care and attention to detail in the final presentation of their work.	Student shows adequate care and attention to detail in the final presentation of their work.	Student shows little care and attention to detail in the final presentation of their work.
<b>Completeness</b>	Student's final presentation is complete in every aspect.	Student's final presentation is complete in most aspects.	Student's final presentation is only partially complete.	Student's final presentation is incomplete.