

Kindergarten Rubric Main Idea and Summarizing

RIK2 With prompting and support identify the main topic and retell key details of a text.

3	Exceeds expectation for proficiency	Independently identify the main topic and retell key details of a text through oral or written response.
2	Meets expectation for proficiency, with prompting and support	With prompting and support orally identifies the main topic and retell key details of a text.
1	Partially meets expectation from proficiency, but needs support or prompts	With prompting and support identifies the main topic of a text.
0	Cannot demonstrate proficiency with support and prompts, does not attempt	With prompting and support is not able to identify the main topic of a text or does not attempt.

RLK3 With prompting and support, identify characters, settings, and major events in a story.

3	Exceeds expectation for proficiency	Independently identifies the characters, settings, and major events in a story through oral or written response.
2	Meets expectation for proficiency, with prompting and support	With prompting and support orally identifies the characters, settings, and major events in a story.
1	Partially meets expectation from proficiency, but needs support or prompts	With prompting and support partially identifies the characters, settings, and major events in a story.
0	Cannot demonstrate proficiency with support and prompts, does not attempt	With prompting and support is not able to identify the characters, setting, or major events in a story.

First Grade Grade Rubric Main Idea and Summarizing

RI1.2 Identifies the main topic and retell key details of a text through oral or written response.

4	Exceeds expectation for proficiency	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs in the text.
3	Meets expectation for proficiency	Identifies the main topic and retell key details of a text through oral or written response.
2	Meets expectation for proficiency, but needs support or prompts	With prompting and support identifies the main topic and retell key details of a text through oral or written response.
1	Partially meets expectation from proficiency, but needs support or prompts	Partially identifies the main topic and retell key details of a text through oral or written response with prompting and support.
0	Cannot demonstrate proficiency with support and prompts, does not attempt	With prompting and support is not able to identify the main topic and retell key details of a text through oral or written response with prompting and support.

RL1.3 Identifies the characters, settings, and major events in a story through oral or written response.

4	Exceeds expectation for proficiency	Ask and answer such questions as who, what, when, where, how, and why to demonstrate understanding of key details in a text.
3	Meets expectation for proficiency	Identifies the characters, settings, and major events in a story through oral or written response.
2	Meets expectation for proficiency, but needs support or prompts	Identifies the characters, settings, and major events in a story through oral or written response with prompting and support.
1	Partially meets expectation from proficiency, but needs support or prompts	Partially identifies the characters, settings, and major events in a story through oral or written response with prompting and support through oral or written response.
0	Cannot demonstrate proficiency with support and prompts, does not attempt	With prompting and support is not able to identify the characters, settings, and major events in a story through oral or written response.

Second Grade Rubric Main Idea and Summarizing

RI2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs in the text.

4	Exceeds expectation for proficiency	Determine the main idea of a text; recount the key details and explain how they support the main idea.
3	Meets expectation for proficiency	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs in the text.
2	Meets expectation for proficiency, but needs support or prompts	With prompting and support identifies the main topic of a multi-paragraph text as well as the focus of specific paragraphs in the text.
1	Partially meets expectation from proficiency, but needs support or prompts	Partially identifies the main topic of a multi-paragraph text as well as the focus of specific paragraphs in the text with prompting and support.
0	Cannot demonstrate proficiency with support and prompts, does not attempt	With prompting and support is not able to identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs in the text.

RL2.1 Ask and answer such questions as who, what, when, where, how, and why to demonstrate understanding of key details in a text.

4	Exceeds expectation for proficiency	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
3	Meets expectation for proficiency	Ask and answer such questions as who, what, when, where, how, and why to demonstrate understanding of key details in a text.
2	Meets expectation for proficiency, but needs support or prompts	Ask and answer such questions as who, what, when, where, how, and why to demonstrate understanding of key details in a text with prompting and support.
1	Partially meets expectation from proficiency, but needs support or prompts	Partially asks and answers such questions as who, what, when, where, how, and why to demonstrate understanding of key details in a text with prompting and support through oral or written response.
0	Cannot demonstrate proficiency with support and prompts, does not attempt	With prompting and support is not able to ask and answer such questions as who, what, when, where, how, and why to demonstrate understanding of key details in a text

Third Grade Rubric Main Idea and Summarizing

RI 3.2 Determine the main idea of a text; recount the key ideas and explain how they support the main idea.

4	Exceeds expectation for proficiency	Determines the main idea of a text and explains how it is supported by key details; able to summarize the text.
3	Meets expectation for proficiency	Determines the main idea of a text; recounts the key details and explains how they support the main idea.
2	Meets expectation for proficiency, but needs support or prompts	With prompting and support determines the main idea of a text, as well as recounts the key details and explain how they support the main idea.
1	Partially meets expectation from proficiency, but needs support or prompts	Partially determines the main idea of a text as well as recounts the key details and explains how they support the main idea with prompting and support.
0	Cannot demonstrate proficiency with support and prompts, does not attempt	With prompting and support is not able to determine the main idea of a text as well as recount the key details and explain how they support the main idea.

RL 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

4	Exceeds expectation for proficiency	Refers to details and examples in a text when explaining what the text explicitly says and when drawing inferences from the text.
3	Meets expectation for proficiency	Asks and answers questions to demonstrate an understanding of a text, referring explicitly to the text as the basis for answers.
2	Meets expectation for proficiency, but needs support or prompts	Asks and answers questions to demonstrate an understanding of a text, referring explicitly to the text as the basis for the answers with prompting and support.
1	Partially meets expectation from proficiency, but needs support or prompts	Partially asks and answers questions to demonstrate an understanding of a text, referring explicitly to the text as the basis for the answers with prompting and support.
0	Cannot demonstrate proficiency with support and prompts, does not attempt	With prompting and support is not able to ask and answer questions to demonstrate an understanding of a text and cannot refer explicitly to the text as the basis for the answers.

Fourth Grade Rubric Main Idea and Summarizing

RI 4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

4	Exceeds expectation for proficiency	Determines two or more main ideas of a text and explains how they are supported by key details; as well as summarizes the text.
3	Meets expectation for proficiency	Determines the main idea of a text and explains how it is supported by key details; able to summarize the text.
2	Meets expectation for proficiency, but needs support or prompts	With prompting and support determines the main idea of a text and explains how it is supported by key details and is able to summarize the text.
1	Partially meets expectation from proficiency, but needs support or prompts	Partially determines the main idea of a text and explains how it is supported by key details and can summarize the text with prompting and support.
0	Cannot demonstrate proficiency with support and prompts, does not attempt	With prompting and support is not able to determine the main idea of a text and explain how it is supported by key details and cannot summarize the text.

RL 4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

4	Exceeds expectation for proficiency	Quotes accurately from a text when explaining what the text explicitly says and when drawing inferences from the text.
3	Meets expectation for proficiency	Refers to details and examples in a text when explaining what the text explicitly says and when drawing inferences from the text.
2	Meets expectation for proficiency, but needs support or prompts	Refers to details and examples in a text when explaining what the text explicitly says and when drawing inferences from the text with prompting and support.
1	Partially meets expectation from proficiency, but needs support or prompts	Partially refers to details and examples in a text when explaining what the text explicitly says and when drawing inferences from the text with prompting and support.
0	Cannot demonstrate proficiency with support and prompts, does not attempt	With prompting and support is not able to refer to details and examples in a text when explaining what the text explicitly says and when drawing inferences from the text.

Fifth Grade Rubric Main Idea and Summarizing

RI 5.2 Determine two or more main ideas of a text and explain how they are supported by key details, summarizes the text.

4	Exceeds expectation for proficiency	Determines a theme or central idea of a text and how it is conveyed through particular details, as well as provides a summary of the text distinct from personal opinions or judgements.
3	Meets expectation for proficiency	Determines two or more main ideas of a text and explains how they are supported by key details; as well as summarizes the text.
2	Meets expectation for proficiency, but needs support or prompts	Can determine two or more main ideas of a text and explain how they are supported by key details; as well as summarize the text with prompting and support.
1	Partially meets expectation from proficiency, but needs support or prompts	Can partially determine two or more main ideas of a text and explain how they are supported by key details; and can partially summarize the text with prompting and support.
0	Cannot demonstrate proficiency with support and prompts, does not attempt	With prompting and support is not able to determine two or more main ideas of a text and explain how they are supported by key details; and is not able to summarize the text.

RL 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

4	Exceeds expectation for proficiency	Cites textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
3	Meets expectation for proficiency	Quotes accurately from a text when explaining what the text explicitly says and when drawing inferences from the text.
2	Meets expectation for proficiency, but needs support or prompts	Quotes accurately from a text when explaining what the text explicitly says and when drawing inferences from the text with prompting and support.
1	Partially meets expectation from proficiency, but needs support or prompts	Partially quotes accurately from a text when explaining what the text explicitly says and when drawing inferences from the text with prompting and support.
0	Cannot demonstrate proficiency with support and prompts, does not attempt	With prompting and support is not able to quote accurately from a text when explaining what the text explicitly says and when drawing inferences from the text.

Sixth Grade Rubric Main Idea and Summarizing

RI 6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.

4	Exceeds expectation for proficiency	Determines a theme or central idea of a text and analyzes its development over the course of the text; provides an objective summary of the text.
3	Meets expectation for proficiency	Determines a theme or central idea of a text and how it is conveyed through particular details, as well as provides a summary of the text distinct from personal opinions or judgements.
2	Meets expectation for proficiency, but needs support or prompts	With prompting and support can determine a theme or central idea of a text and how it is conveyed through particular details, as well as provides a summary of the text distinct from personal opinions or judgements.
1	Partially meets expectation from proficiency, but needs support or prompts	Can partially determine a theme or central idea of a text and how it is conveyed through particular details, as well as provide a summary of the text distinct from personal opinions or judgements with prompting and support.
0	Cannot demonstrate proficiency with support and prompts, does not attempt	With prompting and support is not able to determine a theme or central idea of a text and how it is conveyed through particular details, as well as provide a summary of the text distinct from personal opinions or judgements.

RL 6.1 Cite textual evidence to support analysis of what the text says as well as inferences drawn from the text.

4	Exceeds expectation for proficiency	Cites several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
3	Meets expectation for proficiency	Cites textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2	Meets expectation for proficiency, but needs support or prompts	Cites textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text with prompting and support.
1	Partially meets expectation from proficiency, but needs support or prompts	Partially cites textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text with prompting and support.
0	Cannot demonstrate proficiency with support and prompts, does not attempt	With prompting and support is not able to cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.