**FHS Close & Critical Reading Response Rubric** Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Block\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **EXCEEDS** **the Standard****10** | **MEETS** **the Standard****8** | **GENERALLY MEETS the Standard****6** | **PARTIALLY MEETS the Standard****4** | **MINIMALLY MEETS the Standard****2** |
| **Q1: WHAT** DOES THE TEXT SAY? | Response offers a **thorough** summary of only the **necessary** main ideas in the order they’re presented. | Response offers a **sufficient** summary of the main ideas of the selection in order they’re presented. | Response offers a decent summary in a logical order **but** either includes **unnecessary details** or **misses important main ideas.** | Response offers a decent summary **but** either includes **unnecessary details** or **misses important main ideas** ANDpresents **ideas out of order.** | Response doesn’t skillfully summarize the selection and/or is off topic. |
| **Q2: HOW** DOES THE TEXT SAY IT? | Response identifies **at least 2 examples** of author’s specific choices AND **explains how those choices** help to shape the theme/thesis of the piece. | Response identifies **at least 2 examples** of author’s specific choices in the text AND **explains the effect** of each choice. | Response identifies **one example** of a specific choice made by the author in the text and **explains the effect** of that choice. | Response **vaguely** identifies literary elements used by the author but **doesn’t give specific examples** from the text or **discuss their impact**. | Response is **vague** and **void of any discussion** of how the author’s choices impact the meaning of the text.  |
| **Q3:** WHAT DOES THE TEXT **MEAN?** | Response demonstrates **deeper understanding** of the text by considering the **global applications** of the theme/thesis presented. | Response pulls from **specific details** from the text to arrive at and explain a **valid theme/thesis** for the piece. | Response presents a **valid theme/thesis** from the text but **doesn’t provide enough textual evidence** to support that theme/thesis. | Response identifies **a minor/ off topic theme/thesis** that isn’t the emphasis or focus of the text. | **Response fails to identify or discuss** a theme/thesis. |
| **Q4: SO WHAT?** (WHAT DOES THE TEXT MEAN **TO ME?)** | Response pulls the **global applications** of the theme/thesis presented and **evaluates its “big picture” importance** in the student’s life or world. | Response pulls a **valid theme/thesis** from the text and **evaluates its connection** to the student’s life or world **thoughtfully**. | Response pulls a **valid theme/thesis** from the text and **suggests its obvious connection** to the student’s life or world **with some explanation**. | Response pulls a **minor/ off topic theme/thesis** from the text and **suggests its obvious connection** to the student’s life or world **with little explanation**. | Response **shows little or no attempt** to make connections between the text’s theme/thesis and the student’s life or world. |

Total Points

\_\_\_\_\_\_\_\_\_ Cumulative “Best Fit” Data Score

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **EXCEEDS** **the Standard****10** | **MEETS** **the Standard****8** | **GENERALLY MEETS the Standard****6** | **PARTIALLY MEETS the Standard****4** | **MINIMALLY MEETS the Standard****2** |