Scoring Open-Ended Items in Reading:
A rubric is a scoring guide used to evaluate the quality of s students' performance on an assigned performance task. "Like criterion-referenced tests, performance assessments help you compare students' demonstrated competence with accepted levels, but the required tasks are generally closer to the real reading and writing that students experience in the classroom." (Fountas and Pinnell)

This year students will be asked open ended questions that require them to make inferences using text evidence. When scoring student responses to these open-ended questions, teachers must score the responses holistically. Teachers will consider the cluster of characteristics for each level and match the student's performance to the characteristics. The inference rubric is designed to look solely at the student's response to the question and not at the use of grammar and mechanics found in a student's response.

When scoring student responses for inferences, teachers should consider the following:
1. Has the student made the correct inference and included all of the possible text evidence to support the inference?
    a. (If the response to this is yes, then the teacher can consider a score of 2, 3 or 4 as outlined in the rubric.)
        i. A 2 is assigned if the student does not have any text evidence or supporting detail for their inference.
        ii. A 3 is assigned if the student provides at least one supporting detail or example from the text.
        iii. A 4 is assigned if the student provides more than one supporting detail or example.
2. Is the explanation for the inference specific enough to support the inference?
    a. (If the response to this is yes, then the teacher can consider a score of 2, 3 or 4 as outlined in the rubric.)
        i. A 2 is assigned if the student provides an explanation that is very broad but not linked specifically to the text.
        ii. A 3 is assigned if the student provides an explanation that is general but plausible in that it is loosely linked to the text.
        iii. A 4 is assigned if the student provides an explanation that is specific and strongly linked to the text.
3. Does the evidence strongly support the inference?
    a. (If the response to this is yes, then the teacher can consider a score of 2, 3 or 4 as outlined in the rubric.)
        i. A 2 is assigned if the student provides text evidence that weakly supports the inference.
        ii. A 3 is assigned if the student provides text evidence that partially supports the text.
        iii. A 4 is assigned if the student provides text evidence that is specific and strongly supports the inference.

Teachers are encouraged to use student responses to identify how students are processing information as they are reading. Inferring is a challenging skill for students to master because it requires them to use text evidence and their prior knowledge to read between the lines of what the author is saying and make an analysis. Responses can point out misconceptions and help in re-teaching. Student should practice close reading of text to ensure that they are processing while reading to make their comprehension of text better. Inference is a "foundational skill" — a prerequisite for higher-order thinking and 21st century skills (Marzano, 2010)

Inference Rubric
GLOBAL GRADUATE

4 Exemplary Response	3 Sufficient Response	2 Partially Sufficient Response	1 Insufficient Response	0 No Response
Correct inference with many supporting details, good explanations, and well-chosen examples	Correct inference with a supporting detail or example from the text	Correct inference but no supporting detail or example from the text	Incorrect inference	No response is given or response given does not relate to the text
Explanation is very specific and shows that the student can make valid inferences	Explanation is general enough to show that the student can make plausible inference	Explanation is not specific enough to support the inference	No explanation is given for the inference or explanation does not make sense	
Text evidence is specific, well-chosen and strongly supports the inference made	Text evidence is relevant and partially supports the inference made	Text evidence provided weakly supports the inference made	Ideas not based on the text or response does not provide evidence from the text	

Inference rubric adapted from Texas Education Agency