

Scoring Open-Ended Items in Reading

A rubric is a scoring guide used to evaluate the quality of a student 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 to write a summary of text read. 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 rubrics are 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.

Figure 19E Literary and Informational Text Rubric 3rd – 5th Grade

The rubrics for 3rd to 5th grade are specific to literary and informational text and require students to summarize or give a short version of the text read while maintaining the meaning and order of the essential information in text. When scoring summaries for 3rd, 4th and 5th grade, teachers should first identify whether the text is literary or informational to ensure that they are using the correct rubric.

Literary Text

Literary summaries can be scored following the steps outlined below:

1. Has the student clearly stated the overall plot of the story? (If the response to this question is yes, then the teacher can consider a score of 3 or 4 as outlined by the rubric.)
2. Has the student selected essential events from the text? (If the response to this question is yes, then the teacher can consider a score of 3 or 4 as outlined by the rubric.)
3. Does the summary demonstrate that an overall understanding of the story? (If the response to this question is yes, then the teacher can consider a score of 3 or 4 as outlined by the rubric.)
4. Does the student include story elements written in the students’ own word? (If the response to this question is yes, then the teacher can consider a score of 3 or 4 as outlined by the rubric.)

® © ELA.3.Fig19E Summarize information in text, maintaining meaning and logical order.

® © ELA.4.Fig19E Summarize information in text maintaining meaning and logical order.

® © ELA.5.Fig19E Summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts.

Figure 19E Literary Text – Summary Rubric 3rd – 5th Grade

| 4 Exemplary Response | 3 Sufficient Response | 2 Partially Sufficient Response | 1 Insufficient Response | 0 No Response |
|--|--|--|---|--|
| Clearly states the overall plot of the text and provides several supporting events that identify the conflict, climax and resolution | Clearly states the plot of the text, but provides only the problem and solution in the story | Overall plot of the text is present, however there is no mention of specific events from the story | The plot of the text is not present | No response is given or response given does not relate to the text |
| Includes only important, essential events | Includes important events but some might be missing | Includes some relevant events but critical information is missing | Contains irrelevant events and details | |
| Demonstrates clear understanding of the story | Demonstrates adequate understanding of the story | Demonstrates basic understanding of the story | Demonstrates little or no understanding | |
| Briefly states story elements in own words | Briefly states story elements in own words with some exact language from the text | Includes story elements, but uses the exact language of the text | Includes exact language of the text that is copied indiscriminately | |

Summarization rubric adapted from ReadWriteThink.org, an affiliate of ILA (International Reading Association and NCTE (National Council for Teachers of English))



Informational Text

Informational text summaries can be scored following the steps outlined below:

1. Has the student clearly stated the overall plot of the story? (If the response to this question is yes, then the teacher can consider a score of 3 or 4 as outlined by the rubric.)
2. Has the student selected essential events from the text? (If the response to this question is yes, then the teacher can consider a score of 3 or 4 as outlined by the rubric.)
3. Does the summary demonstrate that an overall understanding of the story? (If the response to this question is yes, then the teacher can consider a score of 3 or 4 as outlined by the rubric.)
4. Does the student include story elements written in the students' own word? (If the response to this question is yes, then the teacher can consider a score of 3 or 4 as outlined by the rubric.)

Figure 19E Rubric 3rd – 5th Grade

® © ELA.3.Fig19E Summarize information in text, maintaining meaning and logical order.

® © ELA.4.Fig19E Summarize information in text maintaining meaning and logical order.

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Figure 19E Informational Text - Summary Rubric 3rd – 5th Grade

| Exemplary Response 4 | Sufficient Response 3 | Partially Sufficient Response 2 | Insufficient Response 1 | No Response 0 |
|---|--|---|---|--|
| Clearly states the overall main idea of the text | Clearly states the main idea of the text | Main idea of the text is present | The main idea of the text is not present | No response is given or response given does not relate to the text |
| Includes only essential, relevant details | Includes important details but some might be missing | Includes some relevant details but critical information is missing | Contains irrelevant details | |
| Demonstrates clear understanding of information in the text. | Demonstrates adequate understanding of information in the text | Demonstrates basic understanding of information in the text | Demonstrates little or no understanding of information in the text | |
| Briefly states main idea and significant details in own words | Briefly states main idea and significant details in own words with some exact language from the text | Includes main idea and relevant details but uses the exact language of the text | Includes exact language of the text that is copied indiscriminately | |

Summarization rubric adapted from ReadWriteThink.org, an affiliate of ILA (International Reading Association and NCTE (National Council for Teachers of English))

Open-ended responses to reading offer teachers key insight into how students are processing text as they read. Teachers are encouraged to use student responses to help them identify areas of concern and student misconceptions when teaching summary. Summarization of text read or information presented can be incorporated daily into classroom routines within all content areas as Exit Tickets or Do Now activities. "We should teach students to summarize with the awareness that it is a strategy that will open a topic for their minds and will make the content stick. It leads students to the comprehension and retention that is the goal of learning, the goal of every teacher." (Wormeli, 2005)

