

Rubric: Comprehension of Texts

Task

Students interpret and respond to texts through application of comprehension strategies.

Curriculum Alignment

This rubric assesses the following Grade 6 learning outcomes:

- Students interpret and respond to texts through application of comprehension strategies ([Outcome](#)).
- Comprehension, interpretation, and management of information from increasingly complex texts are enhanced through application of a variety of critical-thinking strategies and skills ([Understanding](#)).
- Comprehension of texts includes analyzing, summarizing, and synthesizing information and ideas ([Understanding](#)).
- Comprehension and interpretation of texts requires attention to explicit and implicit contextual information and ideas ([Understanding](#)).

Rubric

Criterion	Beginning	Developing	Proficient	Exemplary
Application of Comprehension Strategies	Uses one or two strategies (predicting, inferring, connecting, summarizing, synthesizing, evaluating) with limited effectiveness (Knowledge, Skills).	Uses three or four strategies with some effectiveness; strategies show emerging clarity but lack depth (Knowledge, Skills).	Uses a variety of strategies consistently and with clear purpose to interpret and respond to the text (Skills).	Selects and applies multiple strategies strategically; demonstrates how each strategy deepens understanding of complex ideas (Skills, Understanding).
Analysis and Evidence	Identifies main ideas but provides minimal or irrelevant text evidence; does not distinguish between stated and implied information (Skills).	Summarizes main ideas with some supporting evidence; begins to distinguish between stated and implied information (Skills, Skills).	Summarizes main ideas and provides relevant text evidence; clearly distinguishes between stated and implied ideas (Skills, Skills).	Analyzes ideas deeply, uses precise evidence, and explicitly shows how stated and implied information work together to build meaning (Skills).
Connections and Synthesis	Makes one type of connection (self, text, or world) or attempts synthesis with little clarity (Knowledge, Skills).	Makes two types of connections and begins to synthesize ideas; connections are sometimes relevant (Knowledge, Skills).	Makes meaningful text-to-self, text-to-text, and text-to-world connections; synthesizes ideas to expand understanding (Knowledge, Skills).	Makes sophisticated connections across multiple types; synthesizes ideas to confirm, expand, and deepen understanding of complex themes (Knowledge, Skills).

Contextual Understanding	Shows minimal awareness of historical, social, or cultural context; does not consider how context affects interpretation (Skills, Understanding).	Identifies some contextual information; beginning to recognize how context influences character actions or text meaning (Skills).	Analyzes contextual information (historical, social, cultural) and explains how it supports understanding of the text and character perspectives (Skills, Understanding).	Examines how multiple contexts interact; explains how context shapes interpretation, influences author perspective, and affects reader understanding (Skills, Understanding).
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Scoring

Add the level achieved in each of the four criteria. A total of 16 points represents Exemplary performance across all criteria. A total of 12 to 15 points represents Proficient. A total of 8 to 11 points represents Developing. A total of 4 to 7 points represents Beginning.

Notes for the Teacher

- **Consistency in evidence:** Require students to mark or label specific passages in their model or report that support each strategy or connection. This makes the level of comprehension observable and comparable across students.
- **Distinguish strategy from outcome:** A student may use predicting but predict inaccurately. Mark the strategy application (Developing or Proficient) separately from the accuracy of the prediction. Accuracy is evidence of deeper comprehension and belongs in the Analysis and Evidence criterion.
- **Context is not optional:** Students often skip contextual analysis. Anchor this criterion by asking: "What time period, setting, or belief system does this text reflect, and how does that change what the text means?" Require students to interpret and respond to texts through application of comprehension strategies.
- **Differentiation:** For support, provide a strategy checklist and sentence frames for connections ("This reminds me of... because..."). For extension, ask students to evaluate which strategies were most effective for this particular text and why, or to analyze how two different contexts would change the interpretation of the same passage.