

BLM 5 Rubric: Inferences

Name: _____

Date: _____

EXPECTATIONS SUPPORTED

- Develop and explain interpretations of texts using stated and implied ideas
- Evaluate the effectiveness of texts based on evidence from the texts
- Identify and explain helpful strategies for before, during, and after reading

CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
• infers the main idea of a text	• makes a simple inference about the main idea T1 <input type="checkbox"/> T2 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	• makes an inference of some complexity about the main idea T1 <input type="checkbox"/> T2 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	• makes a reasonable inference about the main idea T1 <input type="checkbox"/> T2 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	• makes a complex inference about the main idea T1 <input type="checkbox"/> T2 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
• makes inferences about people's moods, motivations, personalities, and responses to events	• makes simple inferences about people's moods, motivations, personalities, and responses to events T1 <input type="checkbox"/> T2 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	• makes inferences of some complexity about people's moods, motivations, personalities, and responses to events T1 <input type="checkbox"/> T2 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	• makes reasonable inferences about people's moods, motivations, personalities, and responses to events T1 <input type="checkbox"/> T2 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	• makes complex inferences about people's moods, motivations, personalities, and responses to events T1 <input type="checkbox"/> T2 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
• uses evidence from the text and own ideas to support inferences	• uses minimally relevant references to text/own ideas to support inferences T1 <input type="checkbox"/> T2 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	• uses somewhat relevant references to text/own ideas to support inferences T1 <input type="checkbox"/> T2 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	• uses relevant references to text/own ideas to support inferences T1 <input type="checkbox"/> T2 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	• uses highly relevant references to text/own ideas to support inferences T1 <input type="checkbox"/> T2 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
• explains how making inferences helps the reader understand what is read	• demonstrates a limited understanding of how making inferences helps the reader T1 <input type="checkbox"/> T2 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	• demonstrates some understanding of how making inferences helps the reader T1 <input type="checkbox"/> T2 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	• demonstrates considerable understanding of how making inferences helps the reader T1 <input type="checkbox"/> T2 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	• demonstrates a thorough understanding of how making inferences helps the reader T1 <input type="checkbox"/> T2 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Cross-Curricular Application • applies the skills involved in making inferences in other subject areas	• applies the skills, with limited effectiveness T3 <input type="checkbox"/>	• applies the skills, with some effectiveness T3 <input type="checkbox"/>	• applies the skills, with considerable effectiveness T3 <input type="checkbox"/>	• applies the skills, with a high degree of effectiveness T3 <input type="checkbox"/>

Task 1 – *The Killer's Tall Tale*—Key Assessment Questions

Task 2 – *The Buried Marbles Mystery/Higher Animals/The Hermit's Secret*—Demonstration Task and Key Assessment Question

Task 3 – Cross-Curricular Application—Cross-curricular opportunity to be determined by the teacher