

# Rubric: Synthesizing

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## EXPECTATIONS SUPPORTED

- Demonstrate understanding by summarizing important ideas and citing supporting details
- Analyze how different elements in texts contribute to meaning

CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
• connects new information to prior knowledge	• makes one or two simple connections to prior knowledge T1 <input type="checkbox"/> T2 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	• makes some simple connections to prior knowledge T1 <input type="checkbox"/> T2 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	• makes relevant connections to prior knowledge T1 <input type="checkbox"/> T2 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	• makes complex connections to prior knowledge T1 <input type="checkbox"/> T2 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
• combines information learned from the text with information from text features	• lists limited information learned from the text and from text features T1 <input type="checkbox"/> T2 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	• lists some information learned from the text and from text features T1 <input type="checkbox"/> T2 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	• combines important information learned from the text and from text features T1 <input type="checkbox"/> T2 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	• makes complex connections between information from the text and text features T1 <input type="checkbox"/> T2 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
• summarizes the important ideas in the text and identifies the main idea/message	• summarizing includes some unimportant information T1 <input type="checkbox"/> T2 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	• summarizing includes unimportant information T1 <input type="checkbox"/> T2 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	• summarizing includes almost no unimportant information T1 <input type="checkbox"/> T2 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	• summarizing includes no unimportant information T1 <input type="checkbox"/> T2 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
• articulates their response to the main idea/message	• articulates a simple observation T1 <input type="checkbox"/> T2 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	• articulates a somewhat relevant response T1 <input type="checkbox"/> T2 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	• articulates a reasonable and relevant response T1 <input type="checkbox"/> T2 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	• articulates a complex response T1 <input type="checkbox"/> T2 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
• explains how synthesizing helps the reader understand what is read	• shows a limited understanding of how synthesizing helps T1 <input type="checkbox"/> T2 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	• shows some understanding of how synthesizing helps T1 <input type="checkbox"/> T2 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	• shows considerable understanding of how synthesizing helps T1 <input type="checkbox"/> T2 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	• shows a thorough understanding of how synthesizing helps T1 <input type="checkbox"/> T2 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Cross-Curricular Application</b> • applies the skills involved in synthesizing 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 Art of the Zine—Key Assessment Questions**

**Task 2 – The Power of the Press/The Thank-You Letter<sup>1</sup>/The Blogger From Iraq—Demonstration Task and Key Assessment Question**

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

# Demonstration Task: Synthesizing a Text

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Important Events or Information in the Text	What I Already Know	What I Think Now

## Main Idea/Message in the Text


## My Response to the Main Idea/Message
