

BLM 5 Rubric: Making Connections

Name: _____

Date: _____

EXPECTATIONS SUPPORTED

- Extend understanding by connecting ideas in texts to self/texts/world
- Identify and explain helpful strategies for before, during, and after reading

CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<ul style="list-style-type: none"> • makes connections of various types: text to self, text to text, text to world 	<ul style="list-style-type: none"> • makes simplistic connections of one or two types T1 <input type="checkbox"/> T2 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<ul style="list-style-type: none"> • makes simplistic connections T1 <input type="checkbox"/> T2 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<ul style="list-style-type: none"> • makes reasonable connections T1 <input type="checkbox"/> T2 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<ul style="list-style-type: none"> • makes sophisticated connections T1 <input type="checkbox"/> T2 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> • uses connections to make inferences, form opinions, visualize, predict, infer, evaluate 	<ul style="list-style-type: none"> • uses other thinking skills simplistically, in ways not clearly linked to their connections T1 <input type="checkbox"/> T2 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<ul style="list-style-type: none"> • uses other thinking skills simplistically, in ways sometimes clearly linked to their connections T1 <input type="checkbox"/> T2 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<ul style="list-style-type: none"> • clearly links connections to the logical use of other thinking skills T1 <input type="checkbox"/> T2 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<ul style="list-style-type: none"> • clearly links connections to the complex use of other thinking skills T1 <input type="checkbox"/> T2 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> • explains how making connections helps the reader understand what is read 	<ul style="list-style-type: none"> • demonstrates a limited understanding of the strategy T1 <input type="checkbox"/> T2 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<ul style="list-style-type: none"> • demonstrates some understanding of the strategy T1 <input type="checkbox"/> T2 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<ul style="list-style-type: none"> • demonstrates considerable understanding of the strategy T1 <input type="checkbox"/> T2 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<ul style="list-style-type: none"> • demonstrates a thorough understanding of the strategy T1 <input type="checkbox"/> T2 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Cross-Curricular Application <ul style="list-style-type: none"> • applies the skills involved in making connections in other subject areas 	<ul style="list-style-type: none"> • applies the skills, with limited effectiveness T3 <input type="checkbox"/>	<ul style="list-style-type: none"> • applies the skills, with some effectiveness T3 <input type="checkbox"/>	<ul style="list-style-type: none"> • applies the skills, with considerable effectiveness T3 <input type="checkbox"/>	<ul style="list-style-type: none"> • applies the skills, with a high degree of effectiveness T3 <input type="checkbox"/>

Task 1 – *A Global Citizen Is ...*—Key Assessment Questions

Task 2 – *Love the Planet/Two Islands/It Takes a Village*—Demonstration Task and Key Assessment Question

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