



## Top-Down Topic Web Assessment Rubric

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

The topic web was generated from \_\_\_\_\_

1 = needs improvement

2 = good

3 = excellent

The topic web reflects the accurate hierarchy of topics (i.e., the closer to the top of the web, the broader the topic).	1	2	3
The topic web includes all of the key topics.	1	2	3
The topic web is not “overcrowded” with too many sub-ordinate topics.	1	2	3
The topic web does not include unnecessary details.	1	2	3
The topic web appropriately uses different shapes to represent changes in the hierarchy of topics.	1	2	3
The topic web appropriately uses placement, arrows, or connecting lines to represent the relationship among the topics.	1	2	3
The items in the topic web have been written concisely.	1	2	3
If color has been used, it has been used appropriately to represent the relationship among the topics.	1	2	3
Overall, the topic web is neat and easy to read.	1	2	3

Comments:



## Note Taking Assessment Rubric

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

The notes were generated from \_\_\_\_\_

1 = needs improvement

2 = good

3 = excellent

The writer correctly used the two-column format.	1	2	3
An appropriate topic or main idea statement was used across the top of the notes.	1	2	3
The left column was used for topics or main idea statements; the right column was used for details.	1	2	3
The writer included all the key main ideas in the left column.	1	2	3
The writer included a sufficient amount of detail in the right column.	1	2	3
The writer paraphrased the items in both columns.	1	2	3
The writer used concise wording for items in both columns.	1	2	3
The writer used appropriate abbreviations.	1	2	3
The writer used appropriate visual markers (e.g., numbers, stars, brackets, lines).	1	2	3

Comments:

Keys to Literacy



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

What was summarized? \_\_\_\_\_

\_\_\_\_\_

1 = needs improvement

2 = good

3 = excellent

**Summarizing Skills**

The summary includes an introductory sentence or paragraph that identifies what is being summarized.	1	2	3
The summary includes all the key main ideas from what is being summarized.	1	2	3
The summary does not include too much detail.	1	2	3
The information in the summary is clear and concise.	1	2	3
The summary includes transition words in an appropriate way.	1	2	3

**Writing Skills**

The writer used complete sentences.	1	2	3
The writer varied the sentence structure.	1	2	3
The writer used appropriate punctuation and capitalization.	1	2	3

Comments:



## Question Generation Assessment Rubric

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

The questions were generated from \_\_\_\_\_

1 = needs improvement

2 = good

3 = excellent

The student understands that questions can be generated at different levels of thinking.	1	2	3
The student recognizes and understands Bloom's Taxonomy.	1	2	3
The student can generate questions at the <i>Remembering</i> level.	1	2	3
The student can generate questions at the <i>Understanding</i> level.	1	2	3
The student can generate questions at the <i>Applying</i> level.	1	2	3
The student can generate questions at the <i>Analyzing</i> level.	1	2	3
The student can generate questions at the <i>Evaluating</i> level.	1	2	3
The student can generate questions at the <i>Creating</i> level.	1	2	3
The student understands the meaning of an appropriate amount of question terms for his/her grade level.	1	2	3
The student is able to vary word order to create well-written questions.	1	2	3
The student uses a variety of question terms and question prompts to generate questions.	1	2	3
The questions reflect comprehension at the factual level ( <i>Remembering, Understanding</i> ).	1	2	3
The questions reflect comprehension at higher levels of thinking ( <i>Applying, Analyzing, Evaluating, Creating</i> ).	1	2	3

Comments: