

# Rubric for Scoring the Comprehension Conversation in Levels L–Z

Use this rubric in conjunction with the recording form for each book in order to determine a student's comprehension score.  
For further details regarding the behaviours in this rubric, see *The Fountas & Pinnell Literacy Continuum* (Fountas & Pinnell, Heinemann 2017).

Score	Within the Text	Beyond the Text	About the Text
<b>3</b> <b>Proficient</b>	<p><b>For Fiction</b></p> <ul style="list-style-type: none"> <li>Levels L-N: Communicates most of the important events in the story, including the problem, solution and characters.</li> <li>Levels O-Z: Communicates the important ideas and events in the form of a well-organised summary that includes the key story elements (setting, characters, problem, resolution).</li> </ul> <p><b>For Non-fiction</b></p> <ul style="list-style-type: none"> <li>Levels L-N: Communicates most of the important ideas and information explicitly stated in the text, including steps in a process or events in order when appropriate.</li> <li>Levels O-Z: Communicates the important ideas and information explicitly stated in the text in the form of a well-organised summary.</li> </ul> <p><i>No teaching is needed to help the student think within the text at this level.</i></p>	<p><b>For Fiction and Non-fiction</b></p> <ul style="list-style-type: none"> <li>Consistently makes inferences about meaning based on the text and illustrations (including setting, characters, themes, writer's purpose) and provides evidence.</li> <li>Demonstrates clear understanding of the deeper messages of the text.</li> <li>Consistently makes connections between the content and personal experiences or other texts.</li> </ul> <p><i>No teaching is needed to help the student think beyond the text at this level.</i></p>	<p><b>For Fiction and Non-fiction</b></p> <ul style="list-style-type: none"> <li>Identifies the genre of the text by noting many of the characteristics of the genre as they appear in the book.</li> <li>Demonstrates the ability to think analytically about the text by using academic language to describe many of its significant features (structure or organisation, craft elements as appropriate, graphics).</li> <li>States an opinion about aspects of the text (e.g. writer's craft) and justifies it with evidence from the text.</li> </ul> <p><i>No teaching is needed to help the student think about the text at this level.</i></p>
<b>2</b> <b>Approaching Proficiency</b>	<p><b>For Fiction</b></p> <ul style="list-style-type: none"> <li>Levels L-N: Communicates many of the important events in the story, including the problem, solution and characters.</li> <li>Levels O-Z: Communicates most of the important ideas and events in the form of a well-organised summary that includes most of the key story elements (setting, characters, problem, resolution).</li> </ul> <p><b>For Non-fiction</b></p> <ul style="list-style-type: none"> <li>Levels L-N: Communicates many of the important ideas and information explicitly stated in the text, including steps in a process or events in order when appropriate.</li> <li>Levels O-Z: Communicates most of the important ideas and information explicitly stated in the text in the form of a well-organised summary.</li> </ul> <p><i>Some teaching is needed to help the student think within the text at this level.</i></p>	<p><b>For Fiction and Non-fiction</b></p> <ul style="list-style-type: none"> <li>Often makes inferences about meaning based on the text and illustrations (including setting, characters, themes, writer's purpose) and provides evidence.</li> <li>Demonstrates satisfactory understanding of most of the deeper messages of the text.</li> <li>Makes some connections between the content and personal experiences or other texts.</li> </ul> <p><i>Some teaching is needed to help the student think beyond the text at this level.</i></p>	<p><b>For Fiction and Non-fiction</b></p> <ul style="list-style-type: none"> <li>Identifies the genre of the text by noting some of the characteristics of the genre as they appear in the book.</li> <li>Demonstrates the ability to think analytically about the text by using academic language to describe some of its significant features (structure or organisation, craft elements as appropriate, graphics).</li> <li>States an opinion about aspects of the text (e.g. writer's craft) that is partially justified with evidence from the text.</li> </ul> <p><i>Some teaching is needed to help the student think about the text at this level.</i></p>
<b>1</b> <b>Limited Proficiency</b>	<p><b>For Fiction</b></p> <ul style="list-style-type: none"> <li>Levels L-N: Communicates a few of the important events in the story, including the problem, solution and characters.</li> <li>Levels O-Z: Communicates some of the important ideas and events including some of the key story elements (setting, characters, problem, resolution), but does not provide a well-organised summary.</li> </ul> <p><b>For Non-fiction</b></p> <ul style="list-style-type: none"> <li>Levels L-N: Communicates a few of the important ideas and information explicitly stated in the text, including steps in a process or events in order when appropriate.</li> <li>Levels O-Z: Communicates some of the important ideas and information explicitly stated in the text, but does not provide a well-organised summary (or provides a list of information, mentioning some essential facts but leaving out others).</li> </ul> <p><i>Intensive teaching is needed to help the student think within the text at this level. Teaching will be successful only if accuracy meets the criterion and the scores for thinking beyond and about the text total at least 3.</i></p>	<p><b>For Fiction and Non-fiction</b></p> <ul style="list-style-type: none"> <li>Makes some inferences about meaning based on the text and illustrations (including setting, characters, themes, writer's purpose) and provides some evidence.</li> <li>Demonstrates limited understanding of some of the deeper messages of the text.</li> <li>Makes a few connections between the content and personal experiences or other texts.</li> </ul> <p><i>Intensive teaching is needed to help the student think beyond the text at this level. Teaching will be successful only if accuracy meets the criterion and the scores for thinking within and about the text total at least 3.</i></p>	<p><b>For Fiction and Non-fiction</b></p> <ul style="list-style-type: none"> <li>Identifies the genre of the text, but does not note any of the characteristics of the genre as they appear in the book.</li> <li>Demonstrates the ability to think analytically about the text by using academic language to describe one of its significant features (structure or organisation, craft elements as appropriate, graphics).</li> <li>States an opinion about aspects of the text (e.g. writer's craft) but does not justify it with evidence from the text.</li> </ul> <p><i>Intensive teaching is needed to help the student think about the text at this level. Teaching will be successful only if accuracy meets the criterion and the scores for thinking within and beyond the text total at least 3.</i></p>
<b>0</b> <b>Not Proficient</b>	<p><b>For Fiction</b></p> <ul style="list-style-type: none"> <li>Levels L-N: Does not communicate the important events in the story.</li> <li>Levels O-Z: Does not communicate the important ideas or events in an organised way (or provides a retelling with many unimportant details) leaving out most of the key story elements (setting, characters, problem, resolution).</li> </ul> <p><b>For Non-fiction</b></p> <ul style="list-style-type: none"> <li>Levels L-N: Does not communicate the important ideas and information explicitly stated in the text.</li> <li>Levels O-Z: Does not communicate the important ideas or information explicitly stated in the text in an organised way. (There may be a lot of talk and repetition.)</li> </ul> <p><i>Teaching will be successful only if accuracy meets the criterion and the scores for thinking beyond and about the text total at least 4.</i></p>	<p><b>For Fiction and Non-fiction</b></p> <ul style="list-style-type: none"> <li>Does not make inferences about meaning based on the text and illustrations.</li> <li>Unable to demonstrate understanding of the deeper messages of the text.</li> <li>Does not make connections between the content and personal experiences or other texts.</li> </ul> <p><i>Teaching will be successful only if accuracy meets the criterion and the scores for thinking within and about the text total at least 4.</i></p>	<p><b>For Fiction and Non-fiction</b></p> <ul style="list-style-type: none"> <li>Does not identify the genre of the text or note any of the characteristics of the genre as they appear in the book.</li> <li>Does not demonstrate the ability to think analytically about the text.</li> <li>Does not state an opinion about aspects of the text (e.g. writer's craft).</li> </ul> <p><i>Teaching will be successful only if accuracy meets the criterion and the scores for thinking within and beyond the text total at least 4.</i></p>