

Reading Rubric

SCORE	Key Ideas/Details	Craft/Structure	Integration of Knowledge/Ideas	Range/Text Complexity
4	<p>The student effectively reads closely to determine explicit and implicit meaning in a text:</p> <ul style="list-style-type: none"> • Precisely determines central ideas or themes • Fully analyzes how and why individuals, events, or ideas develop and interact over the course of a text 	<p>The student effectively interprets words/phrases/details as they are used in a text (with thorough attention to how meaning contributes to tone) and articulates how structure relates to the whole:</p> <ul style="list-style-type: none"> • Accurately identifies technical, connotative, and figurative meanings • Assesses how point of view or purpose shapes the content and style of a text 	<p>The student effectively understands and utilizes information from his or her reading:</p> <ul style="list-style-type: none"> • Aptly integrates and evaluates content • Accurately delineates and evaluates claims • Fully analyzes the relationship among multiple texts 	<p>The student reads and comprehends complex texts independently and proficiently at or above grade level</p>
3	<p>The student adequately reads closely enough to determine explicit meaning and some elements of implicit meaning in a text:</p> <ul style="list-style-type: none"> • Determine central ideas or themes • Analyze how and why individuals, events, or ideas develop and interact over the course of a text 	<p>The student adequately interprets words/phrases/details as they are used in a text (with some meaningful attention to how meaning contributes to tone) and considers how structure relates to the whole:</p> <ul style="list-style-type: none"> • Notices some technical, connotative, and figurative meanings • Some examination of how point of view or purpose shapes the content and style of a text 	<p>The student adequately understands and utilizes information from his or her reading:</p> <ul style="list-style-type: none"> • Adequately integrates and evaluates content • Delineates and evaluates claims • Analyzes the relationship among multiple texts 	<p>The student reads and comprehends complex texts with some sense of independence and proficiency near grade level</p>
2	<p>The student reads somewhat superficially and has difficulty determining explicit meaning and implicit meaning in a text:</p> <ul style="list-style-type: none"> • Difficulty determining central ideas or themes • Inconsistent and sometimes inaccurate understanding of how and why individuals, events, or ideas develop and interact over the course of a text 	<p>The student inconsistently interprets words/ phrases/details as they are used in a text (with little meaningful attention to how meaning contributes to tone) and displays little to no consideration of how structure relates to the whole:</p> <ul style="list-style-type: none"> • Limited attention to or minor misinterpretation of technical, connotative, and figurative meanings • Limited attention to point of view 	<p>The student has difficulty understanding and utilizing information from his or her reading:</p> <ul style="list-style-type: none"> • Inconsistent and sometime superficial integration and evaluation of content • Limited understanding of and evaluate of claims • Difficulty seeing the connection between texts 	<p>The student has difficulty reading and comprehending complex texts near grade level</p>
1	<p>The student reads superficially and misinterprets meaning in a text:</p> <ul style="list-style-type: none"> • Unable to accurately determine central idea or theme • Disconnected view of how and why individuals, events, or ideas develop and interact over the course of a text 	<p>The student often misinterprets words/ phrases/details as they are used in a text and fails to recognize tone and structure as meaningful</p>	<p>The student extracts little information from his or her reading</p>	<p>The student reads far below grade level</p>
0	<p>No evidence of the ability to read within the parameters of these intended target areas.</p>			

Writing Rubric

SCORE	Focus	Organization	Elaboration and Development	Language and Vocabulary	Conventions
4	<p>The student fully sustains and consistently and purposefully focuses on a controlled idea within writing:</p> <ul style="list-style-type: none"> • Focus is clearly stated and strongly maintained • Focus is introduced and communicated clearly within the context of the topic 	<p>The student employs clear and effective organizational structure creating unity and completeness:</p> <ul style="list-style-type: none"> • Use of a variety of transitional strategies • Logical progression of ideas or sequence of events from beginning to end • Effective introduction and conclusion for audience and purpose • Strong connections among ideas 	<p>The student utilizes thorough and convincing support/evidence/description for the controlling idea or main idea that includes effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant:</p> <ul style="list-style-type: none"> • Use of evidence from sources is smoothly integrated, comprehensive, and relevant • Effective use of a variety of elaborative techniques 	<p>The student clearly and effectively expresses ideas using precise language:</p> <ul style="list-style-type: none"> • Use of vocabulary is clearly appropriate for the audience and purpose 	<p>The student demonstrates a strong command of conventions:</p> <ul style="list-style-type: none"> • Few, if any, errors in usage and sentence formation • Effective and consistent use of punctuation, capitalization, and spelling
3	<p>The student adequately sustains and generally focuses on a controlling idea in his or her writing:</p> <ul style="list-style-type: none"> • Focus is clear and for the most part maintained, though some loosely related material may be present • Some context for the controlling idea or main idea of the topic is adequate 	<p>The student employs some evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:</p> <ul style="list-style-type: none"> • Adequate use of transitional strategies with some variety • Adequate progression of ideas or sequence of ideas from beginning to end • Adequate introduction and conclusion • Adequate, if slightly inconsistent, connection among ideas 	<p>The student utilizes adequate support/evidence/description for the controlling idea or main idea that includes use of sources, facts, and details:</p> <ul style="list-style-type: none"> • Some details and/or evidence from sources are integrated, though some citations may be general and imprecise • Adequate use of some elaborative techniques 	<p>The student adequately expresses ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> • Use of vocabulary is generally appropriate for the audience and purpose 	<p>The student demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> • Some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed • Adequate use of punctuation, capitalization, and spelling
2	<p>The student somewhat sustains and may have a minor drifts in focus from the controlling idea in his or her writing:</p> <ul style="list-style-type: none"> • May be clearly focused on the controlling or main idea, but is insufficiently sustained • Controlling idea or main idea may be unclear and somewhat unfocused 	<p>The student's attempts at organizing ideas are inconsistent in terms organizational structure, and flaws are evident:</p> <ul style="list-style-type: none"> • Inconsistent use of transitional strategies with little variety • Uneven progression of ideas or sequence of events from beginning to end • Introduction and conclusion, if present, are weak • Weak connection among ideas 	<p>The student utilizes uneven, cursory support/evidence to attempt to support the controlling idea or main idea, including partial or uneven use of sources, facts, and details:</p> <ul style="list-style-type: none"> • Details/evidence from sources are weakly integrated, and citations, if present, are uneven • Weak or uneven use of elaborative techniques 	<p>The student expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> • Use of vocabulary that may at times be inappropriate for the audience and purpose 	<p>The student demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> • frequent errors in usage may obscure meaning • inconsistent use of punctuation, capitalization, and spelling
1	<p>The student may be able to relate ideas to a given topic but may provide little or no focus:</p> <ul style="list-style-type: none"> • May be very brief • May have a major drift • Focus may be confusing or ambiguous 	<p>The student employs little or no discernible organizational structure:</p> <ul style="list-style-type: none"> • Few or no transitional strategies evident • Frequent intrusion of extraneous ideas 	<p>The student provides minimal support/evidence for the controlling idea or main idea namely in that he or she uses little or no use of sources, facts, and details:</p> <ul style="list-style-type: none"> • Use of details/evidence from the source material is minimal, absent, in error, or irrelevant 	<p>The student expresses ideas in a way that is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> • Uses limited vocabulary • May have little sense of audience or purpose 	<p>The student demonstrates a lack of command of conventions:</p> <ul style="list-style-type: none"> • errors are frequent and severe and meaning is often obscured
0	No evidence of the ability to compose writing with elements of these intended target areas.				

Critical Thinking Rubric

SCORE	Understand	Method/Procedure	Interpret/Evaluate	Draw Conclusions
4	The student exhibits a thorough understanding of key concepts related to a given task and can access those concepts from multiple perspectives	The student is able to establish a logical plan that includes multiple steps to accomplish the task at hand. In doing so, the student exhibits the ability to prioritize strategies and to choose the best path to solve the problem	The student deeply and comprehensively examines numerical, written, or visual data and skillfully selects the most relevant and impactful evidence	The student draws/ demonstrates insightful and accurate conclusions based on appropriate evidence
3	The student exhibits a basic and accurate understanding of key concepts related to a given task and can sometimes access those concepts from multiple perspectives	The student shows some facility in creating a plan that includes multiple steps to accomplish the task at hand. The student exhibits the ability to choose a reasonable path to solve the problem though sometimes it is not the most direct path to a solution	The student adequately examines numerical, written, or visual data and selects relevant evidence	The student draws/ demonstrates generally accurate conclusions based on appropriate evidence
2	The student exhibits a limited understanding of concepts related to a given task and has difficulty recognizing these concepts from multiple perspectives	The student has difficulty creating a plan that includes multiple steps to solve the problem. The student may take a misguided path or may either skip steps or add in irrelevant steps in an attempt to find a solution	The student has difficulty examining numerical, written, or visual data and identifying related evidence	The student struggles with drawing/demonstrating conclusions and using appropriate evidence to support them
1	The student misinterprets or fails to recognize essential concepts related to the task at hand	The student is unable to establish a logical plan that will solve the problem	The student misinterprets numerical, written, or visual data. The student selects evidence that is irrelevant or attempts to move forward without evidence	The student's conclusions are generally flawed and misguided, unsupported by evidence
0	No evidence of the ability to engage in critical thinking with elements of these intended target areas.			

Adapted from: CCSS

Research Rubric

SCORE	Plan/Research	Evaluate Information and Sources	Analyze/Integrate	Use Evidence	Document/Cite
4	The student effectively uses planning strategies and sophisticated research tools and resources to explore a topic, issue, or problem	The student thoughtfully uses reasoning, planning and evidence to gather and select information to support sophisticated inferences, interpretations, and analyses. The student can verify and validate the source(s) of the information as credible, complete, relevant and accurate.	The student insightfully analyzes information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.).	The student generates an insightful claim or main idea and cites relevant and thought-provoking evidence to support analyses, arguments, or critiques	The student accurately attributes/cites all source evidence
3	The student adequately uses planning strategies and relevant and valid research tools and resources to explore a topic, issue, or problem	The student uses generally sound reasoning, planning and evidence to gather and select information to support reasonable inferences, interpretations, and analyses. The student can generally validate the source(s) of the information as credible, complete, relevant and accurate.	The student adequately analyzes information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.)	The student generates an adequate claim or main idea and cites generally relevant evidence to support analyses, arguments, or critiques	The student is mostly accurate in attributing/citing source evidence
2	The student has difficulty using planning strategies and may seek out inconsistently valid or loosely relevant resources to explore a topic, issue, or problem	The student uses inconsistent and sometimes disjointed reasoning, planning and evidence to gather and select some information to support basic (and sometimes flawed) inferences, interpretations, and analyses. The student may not be able to validate the source(s) of the information as credible, complete, relevant and accurate.	The student attempts to but is limited in his or her ability to analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.).	The student generates a superficial, inadequate, or off-target claim or main idea and provides limited evidence to support analyses, arguments, or critiques	The student is inconsistent in attributing/citing source evidence and fails to accurately follow a standard format
1	The student does not engage in planning, attempts to seek out superficial sources and/or provides little to no actual source material to explore a topic, issue, or problem	The student uses incomplete or flawed reasoning, planning and evidence to gather and select to support limited or misunderstood inferences, interpretations, and analyses. The credibility, completeness, relevancy, and accuracy of the sources is highly suspect or clearly invalid.	The student does not accurately analyze information from texts because of superficial reading and/or misunderstanding details	The student lacks a central claim or main idea (or provides one that is outside the scope of the focus) and/or provides little or no evidence to support analyses, arguments, or critiques	The student does not attribute/cite source evidence or does so with little adherence to standard format
0	No evidence of the ability to engage in research in terms of these intended target areas.				