Somerset Berkley Regional High School

School-Wide Rubrics Redraft

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Update: June 5, 2013

Faculty Concern # 1: Redraft language to more clearly distinguish between proficient and exemplary.

* See rubrics which follow
* Underlined text reflects suggestion for changes to the language.

Faculty Concern # 2: Suggest a scale which would allow conversion of proficiency levels to a grade.

* See rubrics which follow
* Scale is noted at the bottom of each rubric
* This scale assumes that one is using the rubric in its entirety

Faculty Concern # 3: Need for more discussion to determine when one uses the “whole rubric” and one uses portions of the rubric.

**Rubric # 1: Analytic Reading**

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| **Level of Performance** | **4=Exemplary** | **3=Proficient** | **2=Developing** | **1=Beginning** |
| **Criteria & Score** |
| **Key Ideas and Content**  **4 3 2 1** | Independently identify and explain main purpose and related purposes of text using relevant ideas and details from the text.  Independently demonstrate active reading by drawing and supporting multiple valid conclusions. | Independently identify and explain main purpose of text using relevant ideas and details from the text.  Independently demonstrate active reading by drawing and supporting valid conclusions. | With some teacher support, identify and explain main purpose of text using relevant ideas and details from the text.  With some teacher support, demonstrate active reading by drawing and supporting valid conclusions. | Even with teacher support, does not identify and explain main purpose of text using relevant ideas and details from the text.  Even with some teacher support, does not demonstrate active reading by drawing and supporting valid conclusions. |
| **Craft and Structure**  **4 3 2 1** | Independently create meaning by applying content vocabulary, sentence structures, and text features, in speaking and writing.  Independently make innovative connections, ask probing questions, and make logical and creative inferences. | With little teacher support, create meaning by applying content vocabulary, sentence structures, and text features, in speaking and writing.  Independently make appropriate connections, ask relevant questions, and make logical inferences. | With some teacher support, create meaning by applying content vocabulary, sentence structures, and text features, in speaking and writing  With some teacher support, make appropriate connections, ask relevant questions, and make logical inferences. | Even with much teacher support, does not create meaning by applying content vocabulary, sentence structures, and text features, in speaking and writing  Even with some teacher support, does not consistently make appropriate connections, ask relevant questions, and make logical inferences. |
| **Integration of Knowledge and Ideas**  **4 3 2 1** | Independently and creatively synthesize and interpret within and across texts in order to explain and justify complex ideas. | Independently synthesize and interpret within and across texts in order to explain and justify a central idea. | With some teacher support, synthesize and interpret within and across texts in order to explain and justify a central idea. | Even with teacher support does not consistently synthesize and interpret within and across texts in order to explain and justify a central idea. |
| **Range of Reading/Text Complexity**  **4 3 2 1** | Independently read and comprehend a wide variety of print and non print text above grade level. | Independently read and comprehend a wide variety of print and non print text at grade level. | With some teacher support, read and comprehend a wide variety of print and non print text at grade level. | Even with teacher support, does not read and comprehend a wide variety of print and non print text at grade level. |

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| **Points** | **16** | **15** | **14** | **13** | **12** | **11** | **10** | **9** | **8** | **7** | **6** | **5** | **4** |
| **Grade** | **A+** | **A** | **A-** | **B+** | **B** | **B** | **B-** | **C+** | **C** | **C-** | **D+** | **D** | **U** |

**Rubric # 2: Writing**

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| **Level of Performance** | **4=Exemplary** | **3=Proficient** | **2=Developing** | **1=Beginning** |
| **Criteria** |
| **Ideas and Content**  **4 3 2 1** | Articulates complex ideas, claims, theses, or arguments appropriate to the task and discipline.  Justifies complex ideas, claims, theses, or arguments using relevant evidence. | Articulates a central idea, claim, thesis, or argument appropriate to the task and discipline.  Justifies central idea, claim, thesis, or argument using relevant evidence. | The central idea, claim, thesis, or argument is not clearly stated or is undeveloped, or does not fully address the task and discipline. | The topic is unclear or does not address the task and discipline. |
| **Organization**  **4 3 2 1** | Develops complex ideas, claims, theses, or arguments using clearly defined paragraphs, transitions, and other structures appropriate to task and discipline. | Develops central idea, claim, thesis, or argument using paragraphs, transitions, and other structures appropriate to task and discipline. | Addresses complex ideas but organizational structure is weak or unclear. | Does not address complex ideas and there is little or no organizational structure. |
| **Voice**  **4 3 2 1** | Always uses voice appropriate to the task and discipline. | Uses voice appropriate to the task and discipline with minor lapses. | Inconsistently uses voice that is appropriate to the task and discipline. | Voice is inappropriate to task and discipline. |
| **Word Choice**  **4 3 2 1** | Skillfully and imaginatively uses sophisticated language/vocabulary appropriate to the task and discipline. | Accurately uses varied language/vocabulary appropriate to the task and discipline. | Uses language/vocabulary that is sometimes inappropriate or redundant to the task and discipline. | Uses language/vocabulary that is inappropriate to the task and discipline. |
| **Sentence Fluency**  **4 3 2 1** | Masterfully crafts complete, varied and well structured sentences. | Uses complete and well structured sentences. | Mostly uses complete and well structured sentences; some fragments or run-ons. | Uses few or no complete and well structured sentences. |
| **Grammar and Conventions**  **4 3 2 1** | Has no errors in spelling, grammar, punctuation or presentation that do not interfere with communication. | Has few errors in spelling, grammar, punctuation or presentation that do not interfere with communication. | Has many errors in spelling, grammar, punctuation or presentation that somewhat interfere with communication. | Has serious errors in spelling, grammar, punctuation or presentation that interfere with communication. |

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| **Points** | **24** | **23** | **22** | **21** | **20** | **19** | **18** | **17** | **16** | **15** | **14** | **13** | **12** | **11** | **10** | **9** | **8** | **7** | **6** |
| **Grade** | **A+** | **A** | **A-** | **B+** | **B+** | **B** | **B** | **B-** | **B-** | **C+** | **C+** | **C** | **C** | **C-** | **C-** | **D+** | **D** | **D** | **U** |

**Rubric # 3: Presentation**

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| **Level of Performance** | **4=Exemplary** | **3=Proficient** | **2=Developing** | **1=Beginning** |
| **Criteria** |
| **Eye contact and body language**  **4 3 2 1** | Posture, gestures and movements enhance communication. | Maintains eye contact and appropriate body language. | Occasionally looks at audience. Posture, gestures and movements are sometimes inappropriate for communication. | Never looks at audience. Reads directly from notes. Posture, gestures and movements distract from communication. |
| **Organization**  **4 3 2 1** | Is organized and integrates necessary materials and additional materials to enhance presentation. | Is organized and integrates necessary materials. | Sometimes appears unorganized and missing necessary materials. | Not organized. Does not have necessary materials for the presentation. |
| **Audience engagement and pace**  **4 3 2 1** | Pacing enhances presentation and is used effectively to create emphasis, build and maintain audience interest. | Pacing is used appropriately to create emphasis. Holds audience interest. | Pacing is uneven. Does not maintain audience interest. | Pacing interferes or detracts from the presentation. |
| **Appropriate technology**  **4 3 2 1** | Masterfully and seamlessly integrates appropriate and/or multiple technologies that enhance the presentation. | Effectively Integrates appropriate technology. | Technology is sometimes used ineffectively and/or inappropriately. | Technology is used ineffectively or not used at all. |
| **Appropriate dress**  **4 3 2 1** | Dressed professionally for task. Dress enhances the overall impression. | Dressed appropriately for task. Dress does not distract from the purpose of the presentation. | Some aspects of attire are distracting. | Not dressed appropriately. |
| **Appropriate language and appropriate volume**  **4 3 2 1** | Speaks clearly and expressively with a professional tone that enhances the presentation. | Speaks clearly and expressively with a tone appropriate to the presentation. | Sometimes speaks clearly and expressively with a tone appropriate to the presentation. | Does not speak clearly and expressively with a tone appropriate to the presentation. |

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| **Points** | **24** | **23** | **22** | **21** | **20** | **19** | **18** | **17** | **16** | **15** | **14** | **13** | **12** | **11** | **10** | **9** | **8** | **7** | **6** |
| **Grade** | **A+** | **A** | **A-** | **B+** | **B+** | **B** | **B** | **B-** | **B-** | **C+** | **C+** | **C** | **C** | **C-** | **C-** | **D+** | **D** | **D** | **U** |

**Rubric # 4: Problem Solving**

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| **Level of Performance** | **4= Exemplary** | **3= Proficient** | **2= Developing** | **1= Beginning** |
| **Criteria** |
| **Identification & Analysis**  **4 3 2 1** | Identifies and analyzes a problem in multiple ways. | Identifies and analyzes problem. | Identifies and analyzes a problem with teacher support. | Cannot identify or analyze a problem even with teacher support. |
| **Applying Prior Knowledge**  **4 3 2 1** | Applies prior knowledge to determine what is known, what needs to be known, and possible outcomes. | Applies prior knowledge to determine what is known and what needs to be known. | Applies prior knowledge to determine what is known and what needs to be known with teacher support. | Does not apply prior knowledge to determine what is known and what needs to be known even with teacher support. |
| **Identify and Prioritize**  **4 3 2 1** | Clearly identifies and prioritizes multiple solutions independently. | Clearly Identifies possible solutions independently. | Clearly Identifies possible solutions with teacher support. | Does not identify possible solutions even with teacher support. |
| **Exploring Solutions**  **4 3 2 1** | Experiments with, explores, and prioritizes multiple solutions | Experiments with and explores multiple solutions. | Experiments with and explores a solution with teacher support. | Does not identify and prioritize possible solutions even with teacher support. |
| **Organization**  **4 3 2 1** | Methodically organizes and categorizes relevant information and data which supports multiple solutions. | Organizes and categorizes relevant information and data which supports a solution. | Organizes and categorizes relevant information and data with teacher support. | Rarely organizes and categorizes relevant information and data even with teacher support. |
| **Reasonableness**  **4 3 2 1** | Thoroughly checks reasonableness of multiple solutions. | Thoroughly checks reasonableness of a solution. | Thoroughly checks reasonableness of a solution with teacher support. | Rarely checks reasonableness of solution even with teacher support. |
| **Articulation, justification and Conclusions**  **4 3 2 1** | Convincingly articulates and justifies multiple solutions or conclusions with relevant evidence. | Convincingly articulates and justifies a solution or conclusion with relevant evidence. | Articulates and justifies a solution/conclusion with relevant evidence with teacher support. | Rarely articulates a solution/conclusion with relevant evidence even with teacher support. |

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| **Points** | **28** | **27** | **26** | **25** | **24** | **23** | **22** | **21** | **20** | **19** | **18** | **17** | **16** | **15** | **14** | **13** | **12** | **11** | **10** | **9** | **8** | **7** |
| **Grade** | **A+** | **A** | **A** | **A-** | **B+** | **B+** | **B** | **B** | **B** | **B-** | **B-** | **C+** | **C+** | **C** | **C** | **C** | **C-** | **C-** | **D+** | **D** | **D** | **U** |

**Rubric # 5: Research**

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| **Level of Performance** | **4= Exemplary** | **3= Proficient** | **2= Developing** | **1= Beginning** |
| **Criteria** |
| **Thesis and Hypothesis**  **4 3 2 1** | Develops multiple research questions/theses/hypotheses with supporting evidence. | Develops a research question/thesis/hypothesis with supporting evidence. | Develops a research question/thesis/hypothesis with teacher support. | Does not develop a research question/thesis/hypothesis even with teacher support. |
| **Information from Sources**  **4 3 2 1** | Independently locates, gathers and organizes information from the most valid, reliable, and unbiased sources. | Independently locates, gathers and organizes information from a variety of sources. | Can locate, gather and organize information from a variety of sources with teacher support. | Cannot locate, gather and organize information from a variety of sources even with teacher support. |
| **Quality of Sources**  **4 3 2 1** | Independently evaluates the quality of sources for validity, reliability, and bias. | With some teacher support, evaluates the quality of sources for validity, reliability, and bias. | With much teacher support, evaluates the quality of sources for validity, reliability, and bias | Does not evaluate the quality of sources. |
| **Conclusions**  **4 3 2 1** | Independently analyzes and interprets information to draw logical conclusions and apply to original work. | Analyzes and interprets information to draw conclusions and applies to original work, with little teacher support. | Analyzes and interprets information to draw conclusions and apply to original work with much teacher support. | Does not analyze information or interpret information to draw conclusions and does not apply to original work. |
| **Citations**  **4 3 2 1** | Independently uses correct citations and formatting to avoid plagiarism. | Uses correct citations and formatting to avoid plagiarism, with some teacher support. | Uses correct citations and formatting to avoid plagiarism with much teacher support. | Does not use correct citations and formatting to avoid plagiarism even with teacher support. |

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| **Points** | **20** | **19** | **18** | **17** | **16** | **15** | **14** | **13** | **12** | **11** | **10** | **9** | **8** | **7** | **6** | **5** |
| **Grade** | **A+** | **A** | **A-** | **B+** | **B** | **B** | **B** | **B-** | **C+** | **C** | **C** | **C** | **C-** | **D+** | **D** | **U** |

**Rubric # 6: Technology Literacy**

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| **Level of Performance** | **4= Exemplary** | **3= Proficient** | **2= Developing** | **1= Beginning** |
| **Criteria** |
| **Creativity and Innovation**  **4 3 2 1** | Consistently and independently demonstrates creative thinking, constructs knowledge and develops products and processes using multiple technologies. | Often Demonstrates creative thinking constructs knowledge and develops products and processes using technology, with little teacher support. | Demonstrates creative thinking, constructs knowledge and develops products and processes using technology with some teacher support. | Does not demonstrate creative thinking, construct knowledge or develop products and processes using technology even with teacher support. |
| **Communication and Collaboration**  **4 3 2 1** | Uses digital media and environments to clearly communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. | Uses digital media and environments to clearly communicate and work collaboratively, including at a distance, to support individual learning. | Use of digital media and environments to communicate and collaborate lacks clarity. | Does not use digital media and environments to communicate and collaborate. |
| **Gathering and Evaluating**  **4 3 2 1** | Applies digital tools to gather, evaluate and use information independently. | Applies digital tools to gather, evaluate and use information with minimal assistance. | Applies digital tools to gather, evaluate and use information with teacher support. | Does not apply digital tools to gather, evaluate and use information even with teacher monitoring. |
| **Conducting Research and Using Information**  **4 3 2 1** | Effectively and independently plans and conducts research, manages projects, solves problems, and makes informed decisions using multiple appropriate digital tools and resources. | Effectively plans and conducts research, manages projects, solves problems, and makes informed decisions using appropriate digital tools and resources, with minimal assistance | Effectively plans and conducts research, manages projects, solves problems, and makes informed decisions using digital tools and resources with teacher support. | Does not plan and conduct research, manage projects, solve problems, and make decisions using digital tools even with teacher support. |
| **Ethical Use**  **4 3 2 1** | Demonstrates an understanding of social issues related to technology and practices legal and ethical behavior. | Demonstrates an understanding of social issues related to technology and practices legal and ethical behavior, with minimal teacher monitoring. | Demonstrates an understanding of social issues related to technology and practices legal and ethical behavior with teacher monitoring. | Does not demonstrate an understanding of social issues related to technology and never practices legal and ethical behavior even with teacher support. |
| **Effectiveness and Productivity**  **4 3 2 1** | Demonstrates substantial understanding of technology concepts, systems and operations, and how they are applied to authentic problems. | Demonstrates understanding of technology concepts, systems and operations, and has some knowledge of their application. | Demonstrates partial understanding of technology concepts, systems and operations. | Demonstrates no understanding of technology concepts, systems and operations. |

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| **Points** | **24** | **23** | **22** | **21** | **20** | **19** | **18** | **17** | **16** | **15** | **14** | **13** | **12** | **11** | **10** | **9** | **8** | **7** | **6** |
| **Grade** | **A+** | **A** | **A-** | **B+** | **B+** | **B** | **B** | **B-** | **B-** | **C+** | **C+** | **C** | **C** | **C-** | **C-** | **D+** | **D** | **D** | **U** |

**Rubric # 8: Responsible Behavior**

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| **Level of Performance** | **4=Exemplary** | **3=Proficient** | **2=Developing** | **1=Beginning** |
| **Criteria** |
| **Attendance**  **4 3 2 1** | No absences | Maintains excellent attendance with few absences. | Student absences interfere with academic performance. | Student absences prohibit academic performance. |
| **Punctuality and preparedness**  **4 3 2 1** | Never tardy. Always prepared with homework and appropriate materials for that day. | Few tardies that do not interfere with academic performance. Prepared with homework and appropriate materials for that day. | Tardies interfere with academic performance. Occasionally prepared. Lack of preparation interferes with the ability to participate and learn. | Tardies interfere with academic performance. Rarely prepared. Lack of preparation interferes with the ability to participate and learn. |
| **Follows directions**  **4 3 2 1** | Understands directions before proceeding. | With some teacher support, understands directions before proceeding. | Occasionally begins before directions are clear. | Begins without understanding directions. |
| **Level of respect**  **4 3 2 1** | Shows strong self-control and respect for others. | Shows self-control and respect for others, with minimal teacher prompting. | Occasional loss of self-control and respect for others even when prompted by teacher. | Difficulty maintaining self-control and respect for others. |
| **Time management**  **4 3 2 1** | Independently and consistently utilizes effective time management skills to accommodate multiple responsibilities. | Utilizes effective time management skills to accommodate multiple responsibilities, with minimal teacher prompting. | Utilizes effective time management skills to accommodate multiple responsibilities with some teacher prompting. | Ineffectively utilizes effective time management skills to accommodate multiple responsibilities. |

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| **Points** | **20** | **19** | **18** | **17** | **16** | **15** | **14** | **13** | **12** | **11** | **10** | **9** | **8** | **7** | **6** | **5** |
| **Grade** | **A+** | **A** | **A-** | **B+** | **B** | **B** | **B** | **B-** | **C+** | **C** | **C** | **C** | **C-** | **D+** | **D** | **U** |

**Rubric # 9: Communicate and Collaborate**

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| **Level of Performance** | **4=Exemplary** | **3=Proficient** | **2=Developing** | **1=Beginning** |
| **Criteria** |
| **Communicate & Collaborate**  **4 3 2 1**  **4 3 2 1**  **4 3 2 1**  **4 3 2 1**  **4 3 2 1** | Independently take responsibility for student “air time.”  Participate actively by listening, asking clarifying questions, making connections, referring to text and taking notes.  Individual contributions go above and beyond the given task.  Independently assign and share roles, responsibilities, as well as accountability to members of the classroom.  Discuss cooperatively, using sophisticated language. | Independently stay on task.  Participate actively by listening, asking questions and taking notes.  Make meaningful contributions.  Independently assign and share roles and responsibilities.  Discuss cooperatively, using appropriate language. | Stay on task with teacher prompting.  Participates by answering teacher questions and taking notes.  Make meaningful contributions with teacher prompting.  Share assigned roles and responsibilities with teacher assistance.  When teacher prompts, discuss cooperatively using appropriate language. | Frequently off task even with teacher prompting.  Frequently unable to answer teacher questions or take notes.  Student contributions rarely address the task.  Even with teacher assistance, students do not follow assigned roles and responsibilities.  Cannot discuss cooperatively or use appropriate language, even when teacher prompts. |

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| **Points** | **20** | **19** | **18** | **17** | **16** | **15** | **14** | **13** | **12** | **11** | **10** | **9** | **8** | **7** | **6** | **5** |
| **Grade** | **A+** | **A** | **A-** | **B+** | **B** | **B** | **B** | **B-** | **C+** | **C** | **C** | **C** | **C-** | **D+** | **D** | **U** |