

Name: _____

Score: _____

Teacher Name: _____

Response to Literature School-wide Rubric

Expectations	Exceeds standard 4	Meets standard 3	Nearly meets standard 2	Below standard 1
<p>Establishes a Context</p> <p><i>Must meet standard on this expectation to meet the overall standard</i></p>	<p>Skillfully selects and summarizes key ideas to establish context appropriate to audience by using tools such as precise language, descriptive language, authoritative voice and/or persona.</p> <p>Establishes an insightful claim/assertion in the form of a thesis when responding to a given prompt.</p>	<p>Selects and summarizes key ideas to establish context appropriate to audience by using tools such as precise language, descriptive language, authoritative voice and/or persona. <i>W-10-2.1; 7.3-.5;R-10-3.2</i></p> <p>Establishes an interpretive claim/assertion in the form of a thesis when responding to a given prompt. <i>W-10-3.1a</i></p>	<p>Attempts to select and summarize key ideas to establish context but selections may be invalid, insufficient, or unclear.</p> <p>Attempts an interpretive claim/assertion in the form of a thesis but thesis may not address the prompt or may be invalid or unclear.</p>	<p>Does not select and summarize key ideas to set context.</p> <p>Does not state a valid thesis.</p>
<p>Demonstrates Critical Thinking</p> <p><i>Must meet standard on this expectation to meet the overall standard</i></p>	<p>Skillfully fulfills all discipline-specific and task requirements.</p> <p>Effectively and insightfully connects the text to prior knowledge, other texts, or broader world of ideas in order to advance relevant ideas or themes.</p> <p>Interprets text by making inferences and drawing complex conclusions based on the reading.</p> <p>Supports interpretation and conclusions by multiple effective references to the text and prior knowledge as evidence.</p> <p>Skillfully maintains focus.</p>	<p>Fulfills all discipline-specific and task requirements.</p> <p>Connects the text to prior knowledge, other texts, or to the broader world of ideas in order to advance relevant ideas or themes. <i>W-10-2.3;R-10-16.1</i></p> <p>Interprets text by making inferences and drawing credible conclusions based on the reading. <i>W-10-3.2, 6.4, 8.5;R-10-4.2-4.5, 5.1-5.5, 6.1</i></p> <p>Supports interpretation and conclusions by using specific details from the text and prior knowledge as evidence. <i>W-10-3.3, 6.4, 8.2-.3; R-10-4.1,5.1-2.5, 16.2</i></p> <p>Maintains focus. <i>W-10-6.1, 7.2</i></p>	<p>Attempts to fulfill all discipline-specific and task requirements, but one element may be inaccurate or incomplete.</p> <p>Connects the text to prior knowledge, other texts, or broader world of ideas but analysis may be inaccurate or incomplete</p> <p>Attempts to interpret text by making inferences, but interpretation causes confusion.</p> <p>Attempts to support interpretation and conclusions by using and referencing the text and prior knowledge, as evidence but is insufficient, inaccurate and/or confusing.</p> <p>Weak focus.</p>	<p>Does not fulfill several discipline-specific and task requirements.</p> <p>Provides inaccurate information.</p> <p>Does not connect the text to prior knowledge, other texts, or broader world of ideas in order to advance relevant ideas or themes.</p> <p>Little or no interpretation of the reading.</p> <p>Does not support interpretation and conclusions by using and referencing the text and prior knowledge as evidence.</p> <p>Little focus.</p>
<p>Creates an Organizing Structure</p>	<p>Uses an organizational structure that enhances the response.</p> <p>The opening, body, and closure are skillfully organized.</p>	<p>Uses an organizational structure that allows for a progression of ideas to develop. <i>W 10-1.1-.4, 3.4, 4.6, 14.3, 14.5</i></p> <p>The response includes an opening, body, and closure.</p>	<p>Uses an organizational structure that causes confusion.</p> <p>The response shows some elements of organization.</p>	<p>There is little evidence of organization.</p>
<p>Demonstrates Understanding of Written Language Conventions</p>	<p>Demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling.</p>	<p>Demonstrates control of usage, grammar, punctuation, sentence construction, and spelling. <i>W-10-9.1-.5</i></p> <p>Occasional errors do not usually interfere with meaning.</p>	<p>Demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling.</p> <p>Errors do interfere with meaning.</p>	<p>Demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling.</p> <p>Numerous errors interfere with meaning.</p>

*adapted from Rhode Island Skills Commission rubrics