

# School-Wide Rubric

## LHS Reading & Writing (Academic Expectation #1)

Criteria	<b>4 – Exceeds Expectation</b>	<b>3 – Meets Expectation</b>	<b>2 – Approaches Expectation</b>	<b>1 – Below Expectation</b>	Self-Assessment	Teacher Assessment
Comprehension <b>CCSS.RI/RL.2</b> <b>CCSS.RI/RL.4</b>	Demonstrates advanced ability to comprehend the central ideas or themes of a text; easily draws meanings from context clues, even subtle context clues	Demonstrates accurate, if unsophisticated, comprehension of the central ideas or themes of a text; demonstrates an ability to draw basic meaning from context clues	Demonstrates incomplete or inaccurate comprehension of the central ideas or themes of a text; attempts to draw meaning from context clues, but the interpretation may be incomplete	Demonstrates little or no comprehension of the central ideas or themes of a text; declines to or draws little or no meaning from context clues		
Interpretation <b>CCSS.RI/RL.1</b>	Demonstrates advanced ability to shape insightful analysis and draw rich inferences from a text, material, or content; deftly uses both explicit and implicit textual or artifact evidence in support of statements	Demonstrates ability to shape an accurate analysis or draw a valid inference from the text, material, or content; uses basic textual or artifact evidence in support of statements	Demonstrates limited ability to shape an analysis or draw an inference from a text, material, or content; makes minimal attempts to support statements with textual or artifact evidence; accuracy deficiencies may be present	Demonstrates little or no ability and/or effort to make an assertion or draw an inference from a text, material, or content; does not support statements with evidence		
Purpose <b>CCSS.W.1a</b> <b>CCSS.W.2a</b> <b>CCSS.W.3a</b>	Demonstrates advanced ability to articulate a specific purpose, develop a rich thesis or claim, or introduce a sophisticated topic or problem	Demonstrates ability to establish clear purpose, develop a focused thesis or claim, or introduce a clearly articulated topic or problem	Attempts to establish a purpose, develop a thesis or claim, or introduce a topic or problem, though attempts may be limited and/or flawed, incomplete and/or inaccurate	Demonstrates little or no ability or effort to establish a purpose, develop a thesis or claim, or introduce a topic or problem; significant flaws may be evident		
Support <b>CCSS.W.1b</b> <b>CCSS.W.2b</b>	Includes an abundance of specific, relevant evidence; insightful, complex connections between the evidence and the thesis, claim, or topic are articulated	Includes specific, generally relevant evidence in support of a thesis, claim or topic; articulation of the connection between the evidence and thesis, claim or topic is attempted, but may be flawed	Includes some evidence in support of a thesis, claim or problem; evidence may not be entirely relevant or sufficiently specific; connection to the thesis or topic may not be sufficiently articulated	Includes little, if any, relevant or specific evidence to support the thesis or develop a topic or problem		
Structure & Revision <b>CCSS.L.2</b> <b>CCSS.W.4</b> <b>CCSS.W.5</b>	Generates writing that is free of mechanical, grammatical, or spelling errors; integrates sentences that are well-crafted, complex, and varied; provides evidence of planning, editing, and revising	Generates writing that includes very few mechanical, grammatical, or spelling errors; integrates clear, varied sentences; provides clear evidence of planning, editing, and/or revising	Generates writing that includes mechanical, grammatical, or spelling errors; sentences may be simple, unclear or repetitive; provides some evidence of planning, editing, and/or revising	Generates writing that includes an abundance of mechanical, grammatical, or spelling errors; meaning may be unclear; provides little or no evidence of planning, editing, and/or revising		