Rubric for Summer Article

Analytical Reading Rubric

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|  **Level of Performance**  | **4=Exemplary** | **3=Proficient** | **2=Developing**  | **1=Beginning**  |
| **Criteria & Score** |
| **Key Ideas and Content** | Independently identify and explain main purpose and related purposes of text using relevant ideas and details from the text. | Independently identify and explain main purpose of text using relevant ideas and details from the text. | With some teacher support, identify and explain main purpose of text using relevant ideas and details from the text. | Even with teacher support, does not identify and explain main purpose of text using relevant ideas and details from the text. |
| **Craft and Structure** | Independently make innovative connections, ask probing questions, and make logical and creative inferences.  | Independently make appropriate connections, ask relevant questions, and make logical inferences.  | With some teacher support, make appropriate connections, ask relevant questions, and make logical inferences.  | Even with some teacher support, does not consistently make appropriate connections, ask relevant questions, and make logical inferences.  |
| **Integration of Knowledge and Ideas** | Independently and creatively synthesize and interpret within texts in order to explain and justify complex ideas. | Independently synthesize and interpret within texts in order to explain and justify a central idea. | With some teacher support, synthesize and interpret within texts in order to explain and justify a central idea. | Even with teacher support does not consistently synthesize and interpret within texts in order to explain and justify a central idea. |

Writing Rubric

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| **Organization** | 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. |
| **Sentence Fluency** | 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** | 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. |