

| Rubric for Student Achievement Report   |   |  |  |   |
|---|---|--|--|---|
| Reading   |   |  |  |   |
| Literature and Informational Text   |   |  |  |   |
|   | Not Applicable (N/A)  | Achievement Level Descriptor 2   | Achievement Level Descriptor 3   | Achievement Level Descriptor 4  |
| Year-End Grade Level Expectations:<br><i>A thorough understanding and application of grade level standards by the end of the school year.</i> | There is not enough evidence to provide the student with an Achievement Level Descriptor  | The Level 2 student demonstrates minimal ability to read to comprehend a range of literary and informational texts of low complexity and to use minimal textual evidence to demonstrate thinking.  | The Level 3 student demonstrates partial ability to read closely to comprehend a range of literary and informational texts of moderate complexity and to use partial textual evidence to demonstrate critical thinking.  | The Level 4 student demonstrates consistent ability to read closely and analytically to comprehend a range of literary and informational texts of moderate to high complexity and to use textual evidence to demonstrate critical thinking.   |
| Foundational Skills   |   |  |  |   |
|   | Not Applicable (N/A)  | Achievement Level Descriptor 2   | Achievement Level Descriptor 3   | Achievement Level Descriptor 4  |
|   | There is not enough evidence to provide the student with an Achievement Level Descriptor  | The level 2 student demonstrates minimal ability to know and apply grade level phonics and word analysis skills in decoding words and reads with minimal accuracy and fluency to support comprehension.  | The level 3 student demonstrates partial ability to know and apply grade level phonics and word analysis skills in decoding words and reads with partial accuracy and fluency to comprehend writing across various genres.   | The level 4 student demonstrates consistent ability to know and apply grade level phonics and word analysis skills in decoding words and reads with consistent accuracy and fluency to comprehend more complex writing across varying levels and various genres.  |
| <b>What it looks like...</b>  | <ul style="list-style-type: none"> <li>Excessive absences</li> <li>Not enough time enrolled</li> <li>Excessive missing or incomplete assignments</li> <li></li> </ul> | <ul style="list-style-type: none"> <li>Student performance varies in consistency with regards to accuracy and quality</li> <li>Academic support and guidance are needed for understanding and demonstration of concepts and skills</li> <li>Time and experience are required for grade level standards to develop</li> <li>Subsequent practice should lead to increased levels of performance</li> </ul> | <ul style="list-style-type: none"> <li>Student performance indicates developing skills with some application within the grade level range</li> <li>More reinforcement of skills is necessary to meet grade level standards, <i>which may require additional support</i></li> <li>Student does not always make connections among ideas nor is able to demonstrate their learning without support</li> </ul> | <ul style="list-style-type: none"> <li>Student performance is characterized by consistent mastery of grade level standards</li> <li>The student understands and applies concepts and skills with minimal errors and support</li> <li>Application of skills is demonstrated with consistent accuracy and independence</li> <li>Student understands not just the “what” but can correctly explain and demonstrate the “how” and “why”</li> <li><i>Student performance is characterized by extending what is taught</i></li> <li><i>Application of skills and concepts is demonstrated with a high level of quality and depth of understanding</i></li> <li><i>Student should be able to create analogies and/or find connections, integrating areas of study</i></li> </ul> |

**Rubric for Student Achievement Report**

**Writing**

**Text Types and Purposes and Production and Distribution**

|   | <b>Not Applicable (N/A)</b>  | <b>Achievement Level Descriptor 2</b>  | <b>Achievement Level Descriptor 3</b>  | <b>Achievement Level Descriptor 4</b>  |
|---|--|--|--|--|
| Year-End Grade Level Expectations:<br><i>A thorough understanding and application of grade level standards by the end of the school year.</i> | There is not enough evidence to provide the student with an Achievement Level Descriptor | The Level 2 student demonstrates minimal ability to produce writing for a range of purposes and audiences. | The Level 3 student demonstrates partial ability to produce well-grounded writing for a range of purposes and audiences. | The Level 4 student demonstrates consistent ability to produce effective and well-supported writing for a diverse range of purposes and audiences. |

**Research to Build and Present Knowledge**

|   | <b>Not Applicable (N/A)</b>  | <b>Achievement Level Descriptor 2</b>  | <b>Achievement Level Descriptor 3</b>   | <b>Achievement Level Descriptor 4</b>   |
|---|--|--|---|---|
| Year-End Grade Level Expectations:<br><i>A thorough understanding and application of grade level standards by the end of the school year.</i> | There is not enough evidence to provide the student with an Achievement Level Descriptor | The Level 2 student demonstrates minimal ability to use research/inquiry methods to produce an explanation of a topic. | The Level 3 student demonstrates partial ability to use research/inquiry methods to produce an explanation of a topic and analyze or integrate information. | The Level 4 student demonstrates consistent ability to use research/inquiry methods to explore a topic and analyze, integrate, and present information. |

|                              |   |   |  |   |
|------------------------------|---|---|--|---|
| <b>What it looks like...</b> | <ul style="list-style-type: none"> <li>Excessive absences</li> <li>Not enough time enrolled</li> <li>Excessive missing or incomplete assignments</li> <li></li> </ul> | <ul style="list-style-type: none"> <li>Student performance varies in consistency with regards to accuracy and quality</li> <li>Academic support and guidance are needed for understanding and demonstration of concepts and skills</li> <li>Time and experienced are required for grade level standards to develop</li> <li>Subsequent practice should lead to increased levels of performance</li> </ul> | <ul style="list-style-type: none"> <li>Student performance indicates developing skills with some application within the grade level range</li> <li>More reinforcement of skills is necessary to meet grade level standards, <i>which may require additional support</i></li> <li>Student does not always make connections among ideas nor is able to demonstrate their learning without support</li> </ul> | <ul style="list-style-type: none"> <li>Student performance is characterized by consistent mastery of grade level standards</li> <li>The student understands and applies concepts and skills with minimal errors and support</li> <li>Application of skills is demonstrated with consistent accuracy and independence</li> <li>Student understands not just the “what” but can correctly explain and demonstrate the “how” and “why”</li> <li><i>Student performance is characterized by extending what is taught</i></li> <li><i>Application of skills and concepts is demonstrated with a high level of quality and depth of understanding</i></li> <li><i>Student should be able to create analogies and/or find connections, integrating areas of study</i></li> </ul> |
|------------------------------|---|---|--|---|

## Rubric for Student Achievement Report

### Language

#### Conventions of Standard English and Vocabulary Acquisition and Use

|   | Not Applicable (N/A)   | Achievement Level Descriptor 2  | Achievement Level Descriptor 3   | Achievement Level Descriptor 4  |
|---|--|---|--|---|
| Year-End Grade Level Expectations:<br><i>A thorough understanding and application of grade level standards by the end of the school year.</i> | There is not enough evidence to provide the student with an Achievement Level Descriptor   | The Level 2 student demonstrates minimal ability to to apply the conventions of standard English and to acquire and use grade level appropriate vocabulary .  | The Level 3 student demonstrates partial ability to to apply the conventions of standard English and to acquire and use grade level appropriate vocabulary to communicate and comprehend more fully when reading, writing, listening and speaking.   | The Level 4 student demonstrates consistent ability to apply the conventions of standard English and to acquire and use grade level appropriate vocabulary to communicate and comprehend more fully when reading, writing, listening and speaking across content areas.   |
| <b>What it looks like...</b>  | <ul style="list-style-type: none"> <li>• Excessive absences</li> <li>• Not enough time enrolled</li> <li>• Excessive missing or incomplete assignments</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>• Student performance varies in consistency with regards to accuracy and quality</li> <li>• Academic support and guidance are needed for understanding and demonstration of concepts and skills</li> <li>• Time and experienced are required for grade level standards to develop</li> <li>• Subsequent practice should lead to increased levels of performance</li> </ul> | <ul style="list-style-type: none"> <li>• Student performance indicates developing skills with some application within the grade level range</li> <li>• More reinforcement of skills is necessary to meet grade level standards, <i>which may require additional support</i></li> <li>• Student does not always make connections among ideas nor is able to demonstrate their learning without support</li> </ul> | <ul style="list-style-type: none"> <li>• Student performance is characterized by consistent mastery of grade level standards</li> <li>• The student understands and applies concepts and skills with minimal errors and support</li> <li>• Application of skills is demonstrated with consistent accuracy and independence</li> <li>• Student understands not just the “what” but can correctly explain and demonstrate the “how” and “why”</li> <li>• <i>Student performance is characterized by extending what is taught</i></li> <li>• <i>Application of skills and concepts is demonstrated with a high level of quality and depth of understanding</i></li> <li>• <i>Student should be able to create analogies and/or find connections, integrating areas of study</i></li> </ul> |

## Rubric for Student Achievement Report

### Listening and Speaking

#### Comprehension and Collaboration and Presentation of Knowledge and Ideas

|  | Not Applicable (N/A)   | Achievement Level Descriptor 2  | Achievement Level Descriptor 3   | Achievement Level Descriptor 4  |
|--|--|---|--|---|
| <p>Year-End Grade Level Expectations:<br/> <i>A thorough understanding and application of grade level standards by the end of the school year.</i></p> | <p>There is not enough evidence to provide the student with an Achievement Level Descriptor</p>  | <p>The Level 2 student demonstrates minimal competency in employing speaking and listening skills.</p>  | <p>The Level 3 student demonstrates partial ability to employ speaking and listening skills for a range of purposes with competency.</p>   | <p>The Level 4 student demonstrates consistent ability to employ speaking and listening skills for a range of purposes with competency.</p>   |
| <p><b>What it looks like...</b></p>  | <ul style="list-style-type: none"> <li>• Excessive absences</li> <li>• Not enough time enrolled</li> <li>• Excessive missing or incomplete assignments</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>• Student performance varies in consistency with regards to accuracy and quality</li> <li>• Academic support and guidance are needed for understanding and demonstration of concepts and skills</li> <li>• Time and experienced are required for grade level standards to develop</li> <li>• Subsequent practice should lead to increased levels of performance</li> </ul> | <ul style="list-style-type: none"> <li>• Student performance indicates developing skills with some application within the grade level range</li> <li>• More reinforcement of skills is necessary to meet grade level standards, <i>which may require additional support</i></li> <li>• Student does not always make connections among ideas nor is able to demonstrate their learning without support</li> </ul> | <ul style="list-style-type: none"> <li>• Student performance is characterized by consistent mastery of grade level standards</li> <li>• The student understands and applies concepts and skills with minimal errors and support</li> <li>• Application of skills is demonstrated with consistent accuracy and independence</li> <li>• Student understands not just the “what” but can correctly explain and demonstrate the “how” and “why”</li> <li>• <i>Student performance is characterized by extending what is taught</i></li> <li>• <i>Application of skills and concepts is demonstrated with a high level of quality and depth of understanding</i></li> <li>• <i>Student should be able to create analogies and/or find connections, integrating areas of study</i></li> </ul> |

## Rubric for Student Achievement Report

### Mathematics

|   | Not Applicable (N/A)   | Achievement Level Descriptor 2  | Achievement Level Descriptor 3  | Achievement Level Descriptor 4  |
|---|--|---|---|---|
| <p>Year-End Grade Level Expectations:<br/><i>A thorough understanding and application of grade level standards by the end of the school year.</i></p> | <p>There is not enough evidence to provide the student with an Achievement Level Descriptor</p>  | <p><b>Level 2:</b> Student demonstrates minimal ability to apply grade level mathematical concepts. The student interprets and carries out mathematical procedures with minimal precision and fluency. The Level 2 student can make sense of and solve simple and familiar well-posed grade level problems with a high degree of scaffolding, making minimal use of basic problem solving strategies and given tools. The Level 2 student can construct simple, viable arguments with minimal clarity and precision to support his/her own reasoning as appropriate to the grade level.</p> | <p><b>Level 3:</b> The Level 3 student can partially explain and apply grade level mathematical concepts. The student interprets and carries out mathematical procedures with partial precision and fluency. The Level 3 student can make sense of and solve simple and familiar well-posed grade level problems with a moderate degree of scaffolding, making partial use of knowledge, basic problem solving strategies and given tools. The Level 3 student can construct viable arguments with partial clarity and precision to support his/her own reasoning and can partially critique the reasoning of others as appropriate to the grade level.</p> | <p><b>Level 4:</b> The Level 4 student consistently explains and adequately applies grade level mathematical concepts. The student interprets and carries out mathematical procedures with consistent precision and fluency. The Level 4 student can make sense of and persevere in solving a range of unfamiliar well-posed grade level problems with a limited degree of scaffolding, making consistent use of knowledge, basic problem solving strategies and given tools. The Level 4 student can construct viable arguments with consistent clarity and precision to support his/her own reasoning and can consistently critique the reasoning of others as appropriate to the grade level.</p>  |
| <p><b>What it looks like...</b></p>   | <ul style="list-style-type: none"> <li>• Excessive absences</li> <li>• Not enough time enrolled</li> <li>• Excessive missing or incomplete assignments</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>• Student performance varies in consistency with regards to accuracy and quality</li> <li>• Academic support and guidance are needed for understanding and demonstration of concepts and skills</li> <li>• Time and experienced are required for grade level standards to develop</li> <li>• Subsequent practice should lead to increased levels of performance</li> </ul>   | <ul style="list-style-type: none"> <li>• Student performance indicates developing skills with some application within the grade level range</li> <li>• More reinforcement of skills is necessary to meet grade level standards, <i>which may require additional support</i></li> <li>• Student does not always make connections among ideas nor is able to demonstrate their learning without support</li> </ul>  | <ul style="list-style-type: none"> <li>• Student performance is characterized by consistent mastery of grade level standards</li> <li>• The student understands and applies concepts and skills with minimal errors and support</li> <li>• Application of skills is demonstrated with consistent accuracy and independence</li> <li>• Student understands not just the “what” but can correctly explain and demonstrate the “how” and “why”</li> <li>• <i>Student performance is characterized by extending what is taught</i></li> <li>• <i>Application of skills and concepts is demonstrated with a high level of quality and depth of understanding</i></li> <li>• <i>Student should be able to create analogies and/or find connections, integrating areas of study</i></li> </ul> |