

Sandwich High School, School Wide Rubric

Academic Expectation: Reading Across the Curriculum for a Variety of Purposes

Performance Indicator	Exceeds Expectation	Meets Expectation	Working Toward Expectation	Has Not Met Expectation	Student Reflection	Teacher Reflection
Understanding	Reader demonstrates a detailed and accurate understanding of important information in the text by focusing on the key ideas presented explicitly or implicitly.	Reader demonstrates an accurate understanding of important information by focusing on many of the key ideas presented explicitly or implicitly.	Reader demonstrates a somewhat accurate understanding of the important information by focusing on a few ideas presented explicitly or implicitly.	Reader demonstrates little or no understanding of the text due to the lack of focus on key ideas presented explicitly or implicitly.	Exceeds Meets Working Has Not Met No Evidence	Exceeds Meets Working Has Not Met No Evidence
Interpretation	Reader uses information from the text to interpret significant concepts or make connections to other situations through analysis, evaluation, inference, or comparison/contrast.	Reader uses information from the text to some extent to interpret significant concepts or make connections to other situations.	Reader uses information from the text to make simplistic interpretations of the text without grasping significant concepts or making connections to other situations.	Reader makes little or no interpretation of the text or connection to other situations. Student does not move beyond restatement and paraphrase of text.	Exceeds Meets Working Has Not Met No Evidence	Exceeds Meets Working Has Not Met No Evidence
Support/Application	Reader uses relevant and accurate references; most are specific and fully supported. Reader clearly integrates interpretation of the text with text-based support.	Reader uses relevant and accurate references: some are specific; some may be general and not fully supported. Reader partially integrates interpretation of the text with text-based support.	Reader uses irrelevant or limited references to the text. Reader generalizes without illustrating key ideas; may have gaps in text-based support.	Reader uses no references or references are inaccurate.	Exceeds Meets Working Has Not Met No Evidence	Exceeds Meets Working Has Not Met No Evidence
Strategies	Uses a wide variety of resources to support understanding and analysis of text. Consistently raises and makes notes of questions/comments that agree, disagree, or appreciate the text.	Uses resources to support understanding and analysis of the text. Actively and critically interacts with the text while reading by taking general notes.	Makes limited use of resources to support understanding and analysis of the text. Is able to question and annotate the text when given explicit instructions.	Does not use resources to support understanding and analysis of the text. Is able to question and annotate the text only with support.	Exceeds Meets Working Has Not Met No Evidence	Exceeds Meets Working Has Not Met No Evidence

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