

Grade Level Assignment Rubric

Criteria/ Rating	No Evidence	In Progress	Greatest Impact
Alignment to Content Standards	The assignment is loosely based on the academic topic but is “busy” or “fun” work without alignment to standards. There is a gap between the assignment and grade level expectations of what students should know, understand and be able to do.	The assignment focuses on academic content and is aligned to standards. The assignment aligns to grade level expectations of what students should know, understand and be able to do.	The assignment focuses on academic content and is directly aligned to the specific content standards being addressed in a way that requires mental engagement by students. The assignment is clearly aligned to grade-level expectations of what students should know, understand and be able to do.
Alignment to Writing Standards	Students write only on fill-in-the-blank and other types of premade worksheets rather than formulating their own sentences and paragraphs.	The assignment is aligned to grade-level writing standards, but focuses more on conventions than on a particular writing application. If a worksheet is used, it has students writing some connected sentences.	The assignment is clearly aligned to grade-level writing standards incorporating a writing application that is appropriate to the particular content standard being addressed.
Purpose	The purpose of the assignment and the alignment to instructional goals are not clearly articulated.	The teacher knows and clearly explains to students the purpose and value of the assignment.	Both the teacher and students can clearly articulate the academic purpose of the assignment and how it supports the learning of important knowledge, understandings or skills.
Rigor	The assignment only requires students to replicate what was done in a lesson and requires little or no thinking by students to complete successfully.	The assignment goes beyond review/recall to application, but is not a higher level assignment specifically incorporating a Higher Order Thinking strategy or reading comprehension strategy.	The assignment requires students to use new knowledge along with a Higher Order Thinking strategy, an authentic learning thinking process, or a reading comprehension strategy. The rigor of the assignment matches that required by state assessments.
Clarity	The assignment is not clearly explained by the teacher or in writing, and multiple students have questions before being able to successfully complete it.	The written description of the assignment is clear, but there are no other resources that describe the criteria for success (rubric, exemplars, etc.).	Expectations of student performance on the assignment are clearly described in the language of the assignment, through rubrics that define quality, and through exemplars of quality work.