

Grade Level Assignment Rubric

Criteria/ Rating	No Evidence	In Progress	Greatest Impact
Alignment to Content Standards	<p>The assignment is loosely based on the academic topic but is “busy” or “fun” work without alignment to standards.</p> <p>There is a gap between the assignment and grade level expectations of what students should know, understand and be able to do.</p>	<p>The assignment focuses on academic content and is aligned to standards.</p> <p>The assignment aligns to grade level expectations of what students should know, understand and be able to do.</p>	<p>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.</p> <p>The assignment is clearly aligned to grade-level expectations of what students should know, understand and be able to do.</p>
Alignment to Writing Standards	<p>Students write only on fill-in-the-blank and other types of premade worksheets rather than formulating their own sentences and paragraphs.</p>	<p>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.</p>	<p>The assignment is clearly aligned to grade-level writing standards incorporating a writing application that is appropriate to the particular content standard being addressed.</p>
Purpose	<p>The purpose of the assignment and the alignment to instructional goals are not clearly articulated.</p>	<p>The teacher knows and clearly explains to students the purpose and value of the assignment.</p>	<p>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.</p>
Rigor	<p>The assignment only requires students to replicate what was done in a lesson and requires little or no thinking by students to complete successfully.</p>	<p>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.</p>	<p>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.</p>
Clarity	<p>The assignment is not clearly explained by the teacher or in writing, and multiple students have questions before being able to successfully complete it.</p>	<p>The written description of the assignment is clear, but there are no other resources that describe the criteria for success (rubric, exemplars, etc.).</p>	<p>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.</p>