

## Individual Preparation and Comprehension Rubric

| <b>Advanced</b><br>75-68  | <b>Proficient</b><br>67-60  | <b>Basic</b><br>59-53   | <b>Below Basic</b><br>52-45   |
|---|---|---|---|
| <p><b>4</b><br/><b>Very well prepared for discussion</b></p> <ul style="list-style-type: none"> <li>• Member Role contains 5+ entries</li> <li>• Member Role shows insightful analysis</li> <li>• Student read assigned text</li> <li>• Student was clearly mindful of discussion when s/he annotated the text/completed the Member Role</li> <li>• Comes to group ready to begin discussion and share thoughts</li> <li>• Consistently uses evidence from the text to support thinking throughout the discussion</li> <li>• Demonstrates deep/insightful comprehension of text through discussion</li> </ul> | <p><b>3</b><br/><b>Prepared for discussion</b></p> <ul style="list-style-type: none"> <li>• Member Role contains 4+ entries</li> <li>• Member Role shows thoughtful analysis</li> <li>• Student read assigned text</li> <li>• Student was clearly mindful of discussion when s/he annotated the text/completed the Member Role</li> <li>• Comes to group ready to discuss and share thoughts</li> <li>• Uses evidence from the text to support thinking during most of the discussion</li> <li>• Demonstrates comprehension of text through discussion</li> </ul> | <p><b>2</b><br/><b>Little preparation for discussion</b></p> <ul style="list-style-type: none"> <li>• Member Role contains 3+ entries</li> <li>• Member Role shows analysis</li> <li>• Student read assigned text</li> <li>• Student was clearly mindful of discussion when s/he annotated the text/completed the Member Role</li> <li>• Comes to group reluctant to discuss and share thoughts</li> <li>• Uses very little evidence from the text to support thinking during the discussion</li> <li>• Demonstrates some evidence of text comprehension during discussion</li> </ul> | <p><b>1</b><br/><b>Not prepared for discussion</b></p> <ul style="list-style-type: none"> <li>• Member Role contains 2+ entries</li> <li>• Member Role shows weak or irrelevant analysis</li> <li>• Student did not read assigned text</li> <li>• Little or no evidence of annotations/completing the Member Role</li> <li>• Is silent, distracted, sleeping, or worse during the discussion</li> <li>• Does not use evidence from the text to support thinking during the discussion</li> <li>• Does not demonstrate evidence of text comprehension during discussion</li> </ul> |