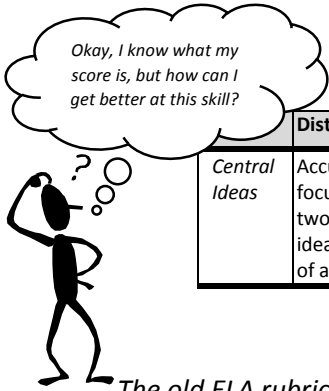


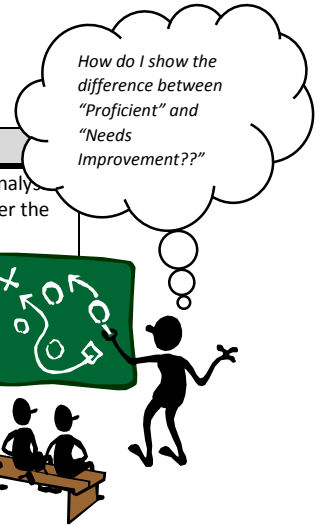
Interpreting English/Language Arts Assessment Rubrics

The Middle School English/Language Arts Department has implemented new scoring rubrics for the reading and writing common assessments. The new rubrics look similar to past rubrics, but they actually provide more information to students and teachers. Just take a look at these examples!

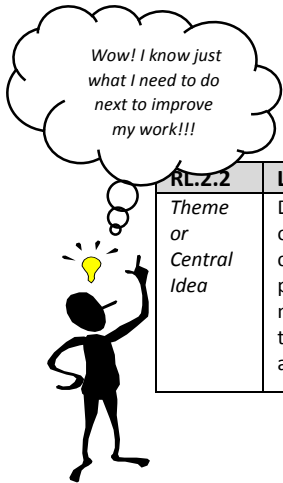
Old Rubrics



	Distinguished	Proficient	Needs Improvement	Unsatisfactory
Central Ideas	Accurate and focused analysis of two or more central ideas over the course of a text or texts	Adequate analysis of two or more central ideas over the course of a text or texts	Inconsistent or simple analysis of two or more central ideas over the course of a text or texts	Undeveloped analysis of two ideas over the course of a text

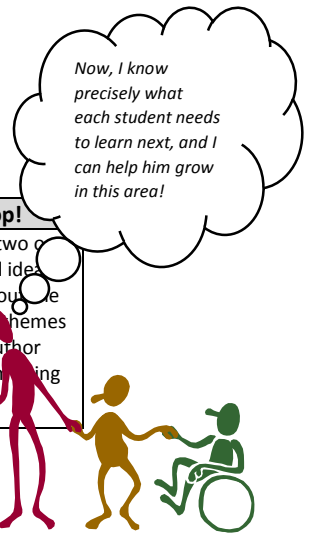


The old ELA rubrics showed four levels or gradations of performance, all based on the same grade level standard. Level 4 represents the grade level standard. The only feedback students received from these descriptors is that their work needs to be more “consistent” or more “developed.” That information doesn’t really help them know how to improve.



New Rubrics

RL.2.2	Level 1 - Not Yet...	Level 2 - Starting To...	Level 3 - Yes!	Level 4 - Over the Top!
Theme or Central Idea	Determines how a theme or central idea is communicated through particular details. Does not include how it relates to the characters, setting, and plot.	Analyzes how the author develops a theme or central idea throughout the text. Does not include how it relates to the characters, setting, and plot.	Analyzes how the author develops a theme or central idea throughout the text, including how it relates to the characters, setting, and plot.	Analyzes in detail how two or more themes or central ideas are developed throughout the text, including how the themes emerge and how the author shapes and refines them using specific story details.



The new rubrics are set up on a continuum, and the descriptors show exactly how each level is different from the one above or below it. Level 3 is the grade level instructional goal (not Level 4) so if the student meets Level 3 criteria, he/she earns an A or A-. The rubrics also provide guidance for differentiating instruction so teachers can meet students where they are and move them along the continuum. The descriptors show students precisely what they need to do next to improve and get to the next level of performance.



When rubric scores are converted to corresponding letter and percentage grades, they are not calculated mathematically to avoid significant deflation of student grades. They are consistently assigned to reflect the degree to which the majority of the student’s work meets grade level expectations!