|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Category** | **Criteria / Expectations** | **Approaching Expectations (1)** | **Minimally Meeting Expectations (2)** | **Fully Meeting Expectations (3)** | **Exceeding Expectations (4)** |
| **Time Management and Organization** (Weighted less) | *Uses allotted class time effectively; takes initiative; asks for help when needed* | Often distracted and off-task; unprepared; procrastinates; does not ask for clarification (when needed) | Occasionally off-task and/or unprepared | Generally uses time effectively; prepared the majority of the time; asks for clarification (when needed) | All class time is used effectively; never off-task or unprepared; focused; always asks for clarification (when needed) |
| **Communication:** **Expression and Organization of Ideas (verbal/written/visual),** **and Quality of Finished Product** | *Expresses and organizes information thoroughly and effectively.* | Analysis and inquiry is barely evident; ideas have little to no discernable organization or focus; verbal/written/visual elements are mediocre at bestSeveral elements absent | Expression of analysis and inquiry is somewhat effective; some evidence of focus and organization of ideas; verbal/written/visual elements are adequateMost elements present | Expression of analysis and inquiry is strong and clear; clear evidence of focus and organization of ideas; good use of verbal/written/visual elementsAll elements present | Expression of analysis and inquiry is exceptional; all ideas are focused and organized; masterful use of verbal/written/visual elementsAll elements present |
| **Thinking (Critical and Creative)** | *Uses critical and creative thinking processes effectively* | Little to no evidence of critical/creative thinking or personal reflection on learning | Some evidence of critical/creative thinking and personal reflection | Good evidence of critical/creative thinking and personal reflection | Strong evidence of critical/creative thinking and personal reflection |
| **Research (notes)** | *Compiles and cites relevant research on text and self-generated essential inquiry question* | Little to no evidence of outside research; no essential inquiry question and/or questions is not addressed; 1 or no sources cited | Some evidence of outside research; some attempt to address essential inquiry question; 1 outside source (besides novel) cited | Good evidence of outside research; essential inquiry question is present and addressed relatively effectively; 2 outside sources cited | Strong evidence of outside research; essential inquiry question is present and addressed effectively; 3+ outside sources cited |