**Generic Rubrics**

The generic rubrics on this page are provided as tools for supporting student learning and assessing student performance on the open-response sample items in this unit plan. In order to be most effective, generic rubrics need to be contextualized on an ongoing basis during instruction and formative assessment so that the learning target will be evident to students.

**Generic Rubric for Knowledge/Comprehension Questions**

When evaluating student responses, consider the extent to which students are providing

* enough information to demonstrate understanding; and
* information that is correct and focused.

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| **Level**  **Criteria** | **4**  **Excellent** | **3**  **Proficient** | **2**  **Adequate** | **1**  **Limited \*** | **Insufficient/ Blank \*** |
| Creates a response that is… | comprehensive and significant | thorough and relevant | simplistic and predictable | undeveloped and superficial | No score is awarded because there is insufficient evidence of student performance |

* When work is judged to be limited or insufficient, the teacher makes decisions about appropriate intervention to help the student improve.

**Generic Rubric for Evaluation Questions**

When evaluating student responses, consider the extent to which students are

* providing background information that is correct and focused;
* stating a position; and
* providing specific and appropriate support for the position.

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| **Level**  **Criteria** | **4**  **Excellent** | **3**  **Proficient** | **2**  **Adequate** | **1**  **Limited \*** | **Insufficient/ Blank \*** |
| Provides information that is… | comprehensive and important | thorough and relevant | simplistic and predictable | undeveloped and superficial | No score is awarded because there is insufficient evidence of student performance |
| States and supports position by providing information and examples that are… | perceptive and persuasive | logical and credible | basic and reasonable | unfocused and unsupported |  |

* When work is judged to be limited or insufficient, the teacher makes decisions about appropriate intervention to help the student improve.