

Vision of the Graduate Rubric

Student name: _____

Grade: _____

Teacher evaluating: _____

Teacher evaluations are indicative of appropriate grade level expectations of the SMHS Vision of the Graduate.

Criteria	Exceeds the standard	Meets the standard	Almost meets the standard	Does not meet the standard
Reading	Consistently and independently determines key ideas and the author's purpose, generates higher-level questions, makes inferences, and identifies accurate evidence to support an argument or claim. Insightfully makes connections and accurately applies new vocabulary to written and oral responses.	Independently determines most key ideas and the author's purpose, generates many higher-level questions, makes inferences, and identifies accurate evidence to support an argument or claim. Makes connections and accurately applies new vocabulary to written and oral responses.	With guidance or support (class discussion/teacher assistance) determines most key ideas and the author's purpose, generates questions, makes inferences, and identifies accurate evidence to support an argument or claim. Attempts to make connections and apply new vocabulary to written and oral responses,	Struggles to determine key ideas and the author's purpose, generate higher-level questions, make inferences, and identify accurate evidence to support an argument or claim, even with teacher support. Does not make connections or apply new vocabulary to written and oral responses.
Writing	Skillfully establishes a compelling thesis or purpose, presents substantial description/evidence, and is able to effectively link sequencing of ideas. The writer's voice is authentic, uses precise and sophisticated phrases and words, and is able to manipulate grammar, usage, and mechanics to promote meaning.	Effectively establishes a thesis or purpose, presents sufficient description/evidence, and adequate sequencing of ideas. The writer's voice is authentic, uses effective phrases, and uses grade appropriate conventions. Any grammar, usage, or mechanical errors are minor and do not obscure the meaning of the writing.	Attempts at establishing a thesis or purpose are too broad or narrow. Details lack explanation and/or elaboration, and the writer's voice lacks consistency. More precise words and phrases are needed, and while grade level grammar and conventions are evident, errors occasionally obscure the meaning of the writing.	Attempts at establishing a thesis or purpose are not apparent. The description and evidence are limited and unclear. Writing lacks organization, and the voice, tone, and style are limited and/or inappropriate. Words and phrases are limited and/or incorrect, there is no sense of sentence structure, and frequent errors in grammar make the understanding of the writing difficult.

Criteria	Exceeds the standard	Meets the standard	Almost meets the standard	Does not meet the standard
Speaking	Speaks audibly, clearly, and expressively. Clearly and thoroughly defines the topic, skillfully maintaining focus and supporting main ideas with pertinent and compelling evidence. Maintains meaningful eye contact and engages the audience. Uses rich vocabulary structures. Appropriately replies to all audience questions and feedback.	Speaks audibly, clearly, and expressively. Clearly defines the topic, maintaining focus and supporting main ideas with pertinent evidence. Maintains eye contact and engages the audience. Uses a variety of vocabulary structures. Responds to most audience questions and feedback.	Voice a bit too soft when presenting and clarity needs to improve. Intonation is somewhat inexpressive. States topic but needs more evidence to support main ideas. Uses some eye contact. Attempts to engage the audience and respond to questions and feedback, but needs improvement.	Does not speak audibly or clearly enough to be understood. Neglects to support the main idea with evidence. Avoids eye contact and does not engage the audience. Does not respond to audience questions or feedback.
Problem-Solving	Identifies and defines the problem in detail, utilizes resources to build accurate connections between known and unknown, and generates ideas and possible strategies to solve the problem. Devises detailed action steps and implements the strategy, persevering through challenges and revising the plan as needed.	Identifies and defines the problem, utilizes resources to build accurate connections between known and unknown with some prompting, and generates ideas and possible strategies to solve the problem. Devises action steps and implements the strategy, persevering through challenges and revising the plan as needed.	Partially identifies and defines the problem, utilizes some resources to build accurate connections between known and unknown with prompting, and generates incomplete ideas and possible strategies to solve the problem. Devises some action steps and implements the strategy, but struggles to persevere through challenges or revise the plan.	Does not accurately identify or define the problem or utilize resources to make connections. Does not generate ideas for possible strategies or develop action steps. Does not implement the strategy or perform steps to solve the problem.
Demonstrating	Shows in-depth understanding of concepts taught and demonstrates proficiency with key skills. Utilizes imaginative, innovative, and/or original ways to connect knowledge or skills to other contexts. Works with exceptional care and precise detail, proficiently selecting and utilizing materials, resources, or equipment.	Shows solid understanding of concepts taught and exhibits appropriate key skills. Makes clear connections to other contexts. Works with care and attention to detail, appropriately selecting and utilizing materials, resources, or equipment.	Shows partial understanding of concepts taught. Possesses but needs to refine basic skills. Makes partial connections to other contexts. Works with limited care or attention to detail. Partially selects and utilizes materials, resources, or equipment.	Shows very little or no understanding of concepts taught. Lacks basic skills. Shows little or no connection to other contexts. Works with very little or no care or attention to detail. Shows little or no proficiency with selection of materials, resources, or equipment.

