|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Standard**  | **Little to No progress in** **meeting standard*****Below (-70%)*** | **Developing progress in meeting standard*****(70%+)*** | **Meets standard*****(80%+)*** | **Exceeds standard*****(90%+)*** | What you can do to improve. |
| Vocabulary Acquisition and KnowledgeELAGSE11-12L4-9ELAGSE11-12RI4-9 | Even with assistance, the student is unable to pronounce or recall the meaning of the unit vocabulary. | With minimal prompts and cues, student is able to pronounce and recall the meaning of the unit vocabulary.  | Without prompts or cues the student is able to pronounce and recall the meaning of the unit vocabulary. | Without prompts or cues the student is able to pronounce and recall the meaning of the unit vocabulary and they understand how meaning changes when words combine (i.e. origin myth). |  |
| Narrative WritingELAGSE11-12W3ELAGSE11-12W4-6ELAGSE11-12L1-6 | Even with assistance, the student is unable to write a narrative paper that meets the elements of the narrative rubric.  | With some assistance, the student is able to write a narrative paper that meets the some of the elements of the narrative rubric. | Without assistance, the student is able to write a narrative paper that meets most of the elements of the narrative rubric. | Without assistance, the student is able to write a narrative paper that meets all of the elements of the narrative rubric. |  |
| ComprehensionLiterary and InformationalELAGSE11-12RL10/RI10ELAGSE11-12RL1-3/RI1-3 | Even with assistance, the student is unable to show comprehension of the elements of a text and use of literary devices.  | With assistance, the student is able to show comprehension of some of the elements of a text and use of literary devices. | Without assistance, the student is able to show comprehension of most of the elements of a text and use of literary devices. | Without assistance, the student is able to show comprehension of all of the elements of a text and use of literary devices. |  |
| Independent Research ProjectELAGSE11-12W7-10ELAGSE11-12SL2-6 | Even with assistance, the student is unable complete the Independent Research Project that meets the elements of the project rubric. | With assistance, the student is able complete the Independent Research Project that meets some of the elements of the project rubric. | Without assistance, the student is able complete the Independent Research Project that meets most of the elements of the project rubric. | Without assistance, the student is able complete the Independent Research Project that meets all of the elements of the project rubric. |  |
| **Personal Responsibility***These behaviors impact learning positively or negatively.* | * Has many absences
* Rarely asks or responds to questions
* Is frequently disruptive
 | * Has some absences
* Sometimes asks questions
* Contributes to a positive classroom with some disruptions to learning
 | * Attends class regularly
* Asks questions frequently
* Contributes to a positive classroom
 | * Attends class and help sessions regularly
* Asks questions frequently and sometimes is able to answer questions from other students
* Contributes to a positive classroom and advocates for self and other students
 |  |
| **Work Ethic***These behaviors impact learning positively or negatively.*ELAGSE11-12SL1 | * Rarely tries
* Participates but has to be dragged into learning
* Exhibits little desire to improve
 | * Tries most of the time
* Participates but requires consistent prompting
* Exhibits a desire to improve
 | * Tries every time
* Participates fully with little prompting
* Exhibits a desire to improve
 | * Tries every time
* Participates fully with little prompting
* Exhibits a desire to improve
* Asks for recovery opportunities
 |  |

Georgia Standards of Excellence

Student with Disabilities Access Rubric

American Lit (Unit 1: Your History)