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| --- | --- | --- | --- | --- | --- |
| **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 Knowledge  ELAGSE11-12L4-9  ELAGSE11-12RI4-9 | 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 Writing  ELAGSE11-12W3  ELAGSE11-12W4-6  ELAGSE11-12L1-6 | 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. |  |
| Comprehension  Literary and Informational  ELAGSE11-12RL10/RI10  ELAGSE11-12RL1-3/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 Project  ELAGSE11-12W7-10  ELAGSE11-12SL2-6 | 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)