|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Category** | **Criteria / Expectations** | **Not Meeting Expectations (1)** | **Minimally Meeting Expectations (2)** | **Fully Meeting Expectations (3)** | **Exceeding Expectations (4)** |
| **Time Management and Organization (4)** | *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); behind expectations at each “spot check” | Occasionally off-task and/or unprepared; may ask for clarification, but only at the last minute; barely meeting expectations at each “spot check” | Generally uses time effectively; prepared the majority of the time; asks for clarification (when needed); meeting expectations at each “spot check” | All class time is used effectively; never off-task or unprepared; focused; always asks for clarification (when needed); exceeding expectations at each “spot check” |
| **Understanding of Literary Content of Text(s) (24**) | *Demonstrates understanding of literary content of text (theme, central concepts, motivation, irony, symbolism, etc.)* | Very limited understanding of literary content of text; correct terminology rarely used effectively, if at all; little to no evidence from text | Some basic understanding of literary content of text; correct terminology is generally used effectively; some evidence from text | Good understanding of literary content of text; use of correct terminology is almost always effective ; good examples from text | Insightful understanding of literary content of text; correct terminology used with high degree of effectiveness; effective examples from text |
| **Communication: Expression and Organization of Ideas (verbal/written/visual) (24)** | *Expresses and organizes information thoroughly and effectively.* | Analysis and inquiry is barely evident; ideas are underdeveloped and have little to no discernable organization or focus; verbal/written/visual elements are mediocre at best | Expression of analysis and inquiry is somewhat effective; some evidence of focus and organization of ideas; ideas partially developed; verbal/written/visual elements are adequate but simplistic | Expression of analysis and inquiry is strong and clear; clear evidence of focus and organization, and development, of ideas; good use of verbal/written/visual elements | Expression of analysis and inquiry is exceptional; all ideas fully developed, focused and organized; masterful use of verbal/written/visual elements |
| **Thinking (Critical and Creative) (20)** | *Uses critical and creative thinking processes effectively; thinking focused on essential question(s)* | Little to no evidence of critical/creative thinking, and/or personal reflection on learning; no essential inquiry question and/or questions is not addressed | Some evidence of critical/creative thinking and/or personal reflection; some attempt to address essential inquiry question | Good evidence of critical/creative thinking and/or personal reflection; essential inquiry question is addressed relatively effectively | Strong evidence of critical/creative thinking and/or personal reflection; essential inquiry question is addressed effectively |
| **Research (16)** | *Compiles and cites relevant research on text and/or on subject of self-generated essential inquiry question* | Little to no evidence of outside research; only 1 source in works cited and/or no works cited; research not cited in inquiry project | Some evidence of outside research; only 2 sources in works cited; some sources not cited in inquiry project; works cited formatted incorrectly; sources cited incorrectly | Good evidence of outside research; 3 sources in works cited; all sources cited in inquiry project; works cited formatted correctly; sources cited correctly | Strong evidence of outside research; 4+ sources in works cited; all sources cited in inquiry project; works cited formatted correctly; sources cited correctly |
| **Reflection Presentation (12)** | *Clearly and effectively explains content of text and focus of inquiry (see separate handout for specific requirements of this component)* | Little to no evidence of preparation; little knowledge of text, or information is inaccurate; no clear focus of inquiry identified; no passage read | Some evidence of preparation; some accurate knowledge of text, but may be “gaps” in comprehension; focus of inquiry is identified, but may be simplistic, or too broad/narrow in focus; passage read is brief and lacking context and/or explanation of significance | Good evidence of preparation; all knowledge of text is accurate, with no “gaps” in comprehension; focus of inquiry is clear; passage(s) read clearly linked to inquiry and analysis | Strong evidence of preparation; all knowledge of text is accurate; focus of inquiry is clear and thoughtful; passages read clearly and effectively linked to inquiry and analysis |

**Total: /100**