

Competency-Based Learning Rubric

COMPETENCY-BASED LEARNING RUBRIC (9TH GRADE LANGUAGE ARTS)

Discussion Rubric: LAN 9.1

Students will demonstrate the ability to speak and listen in a collaborative group.

Learning Criteria ⇓	Beginning	Approaching	Competent	Extending
Preparation	With help, students come to the discussion with an emergent level of knowledge on the topic to be discussed	Students come to the discussion with a general level of knowledge on the topic to be discussed.	Students come to discussion prepared, having read and researched material under study 9.9.1.1 a	Students come to the discussion with knowledge gained independently from sources beyond the provided texts
Group Norms	With help, students can identify rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed	Students can identify rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed	Students can work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed. 9.9.1.1.b	Students collaboratively evaluate the group norms and the purpose of the discussion to create a unique set of rules, goals, deadlines, and roles as needed.
Articulating Ideas	With help, Students can draw on their general knowledge by referring to common knowledge information to stimulate an exchange of ideas.	Students can draw on their general knowledge by referring to common knowledge information to stimulate an exchange of ideas.	Students can explicitly draw on their preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. 9.9.1.1a	Student can synthesize ideas by referring to evidence from texts and other research on thee topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
Inclusion of Others	With help, students can incorporate others into the group discussion.	Students can incorporate others into the group discussion.	Students can actively incorporate others into the discussion and/or clarify, verify, or challenge ideas and conclusions. 9.9.1.1.c	Students can actively incorporate others into the discussion and actively clarify, verify, or challenge ideas and conclusions

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Level 2 and 3 Questions	With help, students can propel conversations by posing and responding to questions.	Students can propel conversations by posing and responding to questions.	Students can propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas 9.9.1.1.c	Students can propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas and anticipate counterpoint arguments.
Working with group/manage conflict (listening to others)	With help, students can respond to diverse perspectives, summarize points of agreement or disagreement, and when warranted, qualify or justify their own views and understanding.	Students can respond to diverse perspectives, summarize points of agreement or disagreement, and when warranted, qualify or justify their own views and understanding.	Students can respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, qualify or justify their own views and understanding make new connections in light of the evidence and reasoning presented. 9.9.1.1. d	Students can respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, qualify or justify their own views and understanding make new connections in light of the evidence and reasoning presented, and refute the counterpoint position
Active Listening	With help, students can identify a speaker's point of view, reasoning, intended audience, and use of evidence and rhetoric, identifying exaggerated or distorted evidence.	Students can identify a speaker's point of view, reasoning, intended audience, and use of evidence and rhetoric, identifying exaggerated or distorted evidence.	Students can distinguish a speaker's point of view, reasoning, intended audience, and use of evidence and rhetoric, identifying exaggerated or distorted evidence. 9.9.3.3.	Students can evaluate a speaker's point of view, reasoning, intended audience, and use of evidence and rhetoric, identifying fallacious reasoning or exaggerated or distorted evidence.

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Text-Evidence Paragraph Writing LAN 9.2

Students will demonstrate the ability to find and use valid/credible information that they need for a specific purpose

Learning Criteria ↓	Beginning	Approaching	Competent	Extending
Purpose	With help, students produce general writing in which the development, organization, and style are somewhat appropriate to task, purpose, and audience.	Students produce general writing in which the development, organization, and style are somewhat appropriate to task, purpose, and audience.	Students can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 9.7.4.4.	Students can craft original writing in which the development, organization, and style which elevates the task, purpose, and audience.
Claim	With help, students can provide a generalized claim and create an organization that establishes a general relationship among some parts of the writing.	Students can provide a generalized claim and create an organization that establishes a general relationship among some parts of the writing.	Students can introduce precise claim and create an organization that establishes clear relationship among all parts of the writing. 9.7.1.1a	Students can craft a complex and original claim and create an organization that establishes clear relationship among all parts of the writing.
Supports	With help, students can provide generalized supports for the established claim.	Students can provide generalized supports for the established claim.	Students can provide precise supports for the established claim. 9.7.1.1a	Students can develop complex and original supports for the established claim.
Evidence from Text	With help, students can cite textual evidence to provide explanations for the established supports/claim.	Students can cite textual evidence to provide explanations for the established supports/claim.	Students can cite and analyze textual evidence to provide explanations and analysis for the established supports/claim. 9.4.1.1 and 9.5.1.1	Students can cite and analyze distinct and original evidence to provide explanations and analysis for the established supports/claims.
Cohesion	With help, students provide some words, phrases, and	Students provide some words, phrases, and clauses to link the	Students can use words, phrases, and clauses to link the major	Students can use precise words, phrases, and clauses

Changes/modifications must be made in consultation with the ISD 192 Department of Teaching and Learning.

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	clauses to link the major sections of the text, to create cohesion, and clarity.	major sections of the text, to create cohesion, and clarity.	sections of the text, create cohesion, and clarify the relationships between claim and supports, between supports and explanations. 9.7.1.1c	to enhance the relationships between claim and supports, and explanations.
Style and Tone	With help, students establish some formal style and tone while attending to some conventions necessary to proper writing.	Students establish some formal style and tone while attending to some conventions necessary to proper writing.	Students can establish and maintain a formal style and tone while attending to the conventions necessary to proper writing. 9.7.1.1d	Students style and tone is complex and original, which enhances the purpose of the writing.
Conclusion	With help, students can provide a generalized concluding statement or section that follows from or supports the argument presented.	Students can provide a generalized concluding statement or section that follows from or supports the argument presented.	Students can provide a concluding statement or section that follows from and supports the argument presented. 9.7.1.1e	Students can craft a complex and creative concluding statement or section that follows from and supports the argument presented.

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Big Ideas in Reading Rubric LAN 9.3

Students will demonstrate the ability to identify and defend the theme/big idea from a text (fiction)

Learning Criteria ⇓	Beginning	Approaching	Competent	Extending
Determine Theme/Idea	With help, students can determine theme or big idea of a text.	Students can somewhat determine a theme/big idea of a text 9.4.2.2 and 9.5.2.2	Students can independently determine an original theme/big idea of a text	Students can independently determine and evaluate an original themes/big ideas of a text.
Analyze Details	With help, students can determine theme and details to support the theme.	Students can analyze in details the theme/big idea's development over the course of the text. 9.4.2.2 and 9.5.2.2	Students can independently analyze theme/big idea's central details and connect to outside source material.	Students can independently analyze and evaluate the themes/big ideas' central details of a text.