

Performance Task Rubric

A (93-100) A- (90-92)	B+(87-89) B (83- 86) B- (80- 82)	C+(77-79) C (73- 76) C- (70- 72)	D+(67- 69) D(63- 66) D- (60- 62)	F (0 – 59)
EP Exceptionally Proficient	P Proficient	BP Basic Proficiency	LP Limited Proficiency	I Insufficient
<p>Learner demonstrates clear and consistent mastery – applying essential content knowledge and skills to new and complex tasks.</p>	<p>Learner demonstrates reasonably consistent mastery – applying essential content knowledge and skills to new and moderately complex tasks with occasional lapses in quality.</p>	<p>Learner demonstrates adequate but inconsistent mastery – applying essential content knowledge and skills to new tasks with lapses in quality.</p>	<p>Learner demonstrates little or no mastery - lacking quality and consistency in application of essential content knowledge and skills to new tasks.</p>	<p>Insufficient demonstration of performance indicators.</p>
Demonstrated Level of Performance				
<p>Competency # 1: Reading <i>Performance task demonstrates that learner has authentically and independently:</i></p> <ul style="list-style-type: none"> read and comprehended increasingly complex literary text(s) across multiple genres and formats. determined explicit and implicit meanings of literature. cited and placed in context passages to support conclusions. created an analysis and critique of American literature texts. 				
<p>Competency # 2: Writing <i>Performance task demonstrates that learner has authentically and independently:</i></p> <ul style="list-style-type: none"> created and produced clear, coherent writing which effectively conveys a complex argument, analysis or reflection appropriate to the task, purpose and audience. continued to develop and apply knowledge of conventions, idea development, organization, word choice, voice, tone and sentence fluency to effectively communicate with a variety of audiences and for different purposes. routinely developed and strengthened writing by engaging in the full writing process: planning, revising, editing, rewriting, and conferencing. routinely and intentionally developed vocabulary to more effectively communicate ideas to a variety of audiences and for different purposes. 				
<p>Competency # 3: Research <i>Performance task demonstrates that learner has authentically and independently:</i></p> <ul style="list-style-type: none"> gathered, evaluated, and synthesized data from a variety of relevant sources to establish connection to American literature. identified and drawn evidence from credible print and digital sources to support analysis, reflection, and research. integrated information while avoiding plagiarism. conducted short as well as more sustained research projects based on focused questions, demonstrating and understanding of the subject under investigation. 				
<p>Competency # 4: Listening/Speaking/Viewing <i>Performance task demonstrates that learner can authentically and independently:</i></p> <ul style="list-style-type: none"> engage in respectful and meaningful academic discourse to collaborate, build on others’ ideas and persuasively express own. adapt speech to a variety of contexts and communicative tasks, demonstrating an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions and social roles. view and listened to multimedia recordings to analyze, critique and discuss texts from /movements of American literature. create and make strategic use of digital and visual media to effectively communicate. 				
<p>Competency # 5: Technology <i>Performance task demonstrates that learner can effectively and ethically:</i></p> <ul style="list-style-type: none"> use digital media to support individual learning and/or contribute to the learning of others. apply digital tools to gather, evaluate, analyze, and present information related to American literature. use a variety of digital media to create and publish original works. discover and reflect on personal, academic growth. 				