

**Amity School-wide Rubric for
Reading**

4- Exemplary

The student fully examines the text, recognizes complex ideas, has strong understanding of the author's purpose, and thoroughly supports judgments about the text. The student makes very insightful connections between new information from the text and prior knowledge and can apply learning to a variety of contexts/situations.

3- Proficient

The student adequately examines the text, recognizes some complex ideas, has some idea of the author's purpose, and generally supports judgments about the text. The student makes appropriate connections between new information from the text and prior knowledge and can apply learning to some other contexts/situations.

2- Developing

The student may recognize a few complex ideas in the text but is unable to articulate them without instructional support. The student has a limited understanding of the author's purpose, and inconsistently supports judgments about the text. The student makes few connections between new information from the text and prior knowledge and is unable to apply learning to unfamiliar contexts/situations.

1- Deficient

The student experiences considerable difficulty when required to read a grade level text independently. The student has a poor understanding of main ideas or concepts, as well as important details. The student shows very limited or no understanding of the author's purpose and makes unsupported or arbitrary judgments about the text. Student makes no connections between text and prior knowledge without explicit instruction.

**Amity School-wide Rubric for
Writing**

4-Exemplary

This piece of writing is very well organized and contains comprehensive analysis, support and development. The writer demonstrates a rich vocabulary, very strong control of language, and a voice and tone that engage the audience.

3-Proficient

This piece of writing is well organized and contains thorough analysis, support and development. The writer demonstrates an effective vocabulary, good control of language, and an appropriate voice and tone for the audience.

2- Developing

This piece of writing is somewhat disorganized and contains minimal analysis, support and development. The writer demonstrates a limited vocabulary, inconsistent control of language, and a somewhat inappropriate voice and tone for the audience.

1- Deficient

This piece of writing is disorganized and lacking in analysis, support and development. The writer demonstrates a weak vocabulary, little control of basic language skills and an inappropriate voice and tone for the audience.

Amity School-wide Rubric for Critical Thinking/Problem Solving

4- Exemplary

The student thoroughly analyzes key information and evaluates material with insight and complete accuracy. The student uses inference to reason comprehensively from stated premises to important implications and consequences, and uses deductive and inductive critical thinking and problem solving skills adeptly.

3- Proficient

The student analyzes key information and evaluates material competently and accurately. The student uses inference to reason from stated premises to important implications and consequences, and uses deductive and inductive critical thinking and problem solving skills competently.

2- Developing

The student analyzes some key information and evaluates material with little competency and accuracy. The student uses inference sporadically to reason from stated premises to implications and consequences, and uses deductive and inductive critical thinking and problem solving skills weakly.

1- Deficient

The student is unable to analyze key information. The student is unable to evaluate material, use inference to reason from stated premises to implications and consequences, or use deductive and inductive critical thinking and problem solving skills.

Amity School-wide Rubric for Presentation Skills

4- Exemplary

The presentation is very well organized and thoroughly communicates the important ideas to the audience. The presenter is confident in voice, tone and gestures. The presenter connects enthusiastically with the audience.

3- Proficient

The presentation is organized and communicates most of the important ideas to the audience. The presenter is somewhat confident in voice, tone and gestures. The presenter connects with the audience.

2- Developing

The presentation is somewhat organized and communicates some ideas to the audience. The presenter is hesitant in voice, tone, and gestures. The presenter has difficulty connecting with the audience.

1- Deficient

The presentation is disorganized and does not communicate the important ideas to the audience. The presenter is very hesitant in voice, tone, and gestures. The presenter has not connected with the audience.

Amity School-wide Rubric for Technology

4- Exemplary

Fully identifies a wide variety of digital information and appropriate technology needed to solve a problem or complete a task, and provides a rationale for selection of these resources. Reliably applies - or develops and applies - criteria to judge digital information and appropriate technology with accuracy or reliability. Fully accesses, manages, integrates, synthesizes, and evaluates such information. Presents and communicates this information via appropriate technology in a clear, effective, and multimodal manner.

3- Proficient

Identifies some digital information and appropriate technology needed to solve a problem or complete a task, and provides a rationale for selection of these resources. Sometimes applies - or develops and applies - criteria to judge digital information and appropriate technology with some accuracy or reliability. Often accesses, manages, integrates, synthesizes, or evaluates such information. Presents and communicates this information via appropriate technology in an effective and multimodal manner.

2- Developing

Identifies some digital information and/or technology needed to solve a problem or complete a task, and may provide a rationale for selection of these resources. Rarely applies - or develops and applies - criteria to judge digital information and appropriate technology with much accuracy or reliability. Inconsistently accesses, manages, integrates, synthesizes, or evaluates such information. May present and/or communicate this information via appropriate technology or in a multimodal manner, but communication may not be clear or effective; or technology choices may not always be appropriate.

1- Deficient

Does not identify a wide variety of digital information or appropriate technology needed to solve a problem or complete a task, or is not able to provide a rationale for selection of these resources. Student is not able to develop or apply criteria to judge digital information or appropriate technology with accuracy or reliability. Does not access, manage, integrate, synthesize, or evaluate such information. Does not present or communicate this information via appropriate technology or in a clear, effective, or multimodal manner.