

Reading/Language Arts Program
COMPREHENSIVE EXAMINATION RUBRIC
 (Rev.: 2018)

Category	4 Exemplary	3 Accomplished	2 Adequate	1 Developing	Score
Accuracy of Information	<ul style="list-style-type: none"> all information reported accurately information directly relates to topic 	<ul style="list-style-type: none"> most information reported correctly information included applies to topic 	<ul style="list-style-type: none"> some information reported correctly may include information that does not apply to topic 	<ul style="list-style-type: none"> information reported inaccurately and/or obvious gap in information reported 	
Breadth of Knowledge	<ul style="list-style-type: none"> uses at least 4-5 relevant sources sources are used to make a coherent, informed argument about the topic places the sources in meaningful conversation with each other 	<ul style="list-style-type: none"> uses at least 3 relevant sources sources are used to make an informed argument about the topic places the sources in conversation with each other 	<ul style="list-style-type: none"> uses at least 2 relevant sources may include sources not relevant to topic begins to make an informed argument about the topic 	<ul style="list-style-type: none"> uses at least 1 relevant source includes sources not relevant to topic little, if any, discernable argument made about the topic 	
Application of Knowledge	<ul style="list-style-type: none"> clearly links theory, research, and examples to frame issues of practice includes multiple, meaningful examples to illustrate application of research to practice examples are innovative in their approach 	<ul style="list-style-type: none"> draws on a combination of theory, research, and examples to frame issues of practice includes multiple examples to illustrate application of research to practice 	<ul style="list-style-type: none"> draws on research or examples to frame issues of practice includes at least one example to illustrate application of research to practice 	<ul style="list-style-type: none"> attempts to draw on research or examples to frame issues of practice; research or example may not be relevant includes no relevant applications of research to practice 	
Organization	<ul style="list-style-type: none"> response is a cohesive flow of ideas with transitions and a solid opening and closing apt, seemingly inevitable sequence of paragraphs appropriate, clear and adequate transitions between sentences and paragraphs 	<ul style="list-style-type: none"> cohesive flowing narrative in terms of related ideas, meaningful transitions and an argument from beginning to end. distinct units of thought in paragraphs, coherently arranged; some transitions between sentences and paragraphs. 	<ul style="list-style-type: none"> written response alludes to related ideas and argument from beginning to end uneven paragraphs sometimes effective, but some brief, weakly unified, or undeveloped some awkward or missing transitions. 	<ul style="list-style-type: none"> incoherent in terms of connecting ideas, making meaningful transitions and crafting a solid argument from beginning to end repetitive, wanders, arbitrary or no paragraphs structure, illogical or no transitions 	
Conventions	<ul style="list-style-type: none"> apt and precise diction syntactic variety clear command of Standard English 	<ul style="list-style-type: none"> some mechanical difficulties occasional problematic word choice or awkward syntax errors occasional grammar errors some wordiness 	<ul style="list-style-type: none"> occasional major grammar errors (e.g. agreement, tense) frequent minor grammar errors (e.g. prepositions, articles) occasional imprecise dictions awkward syntax wordiness 	<ul style="list-style-type: none"> frequent major and minor grammar problems frequent imprecise diction wordiness awkward syntax repetitive sentence patterns problems impede meaning 	
Overall Score					
Comments for exams that score below 1.0-1.99					