



**COMMON CORE GEORGIA PERFORMANCE STANDARDS
TEXT COMPLEXITY RUBRIC**

TEXT: George Washington's Socks		GENRE: Literary/ Historical Fantasy		GRADE: 4	
COMPLEXITY MEASURE		LOW (1-3 POINTS)	MODERATE (4-6 PTS)	HIGH (7-10 POINTS)	
Qualitative aspects of text complexity best measured by an attentive human reader, such as levels of meaning or purpose; structure; language conventionality and clarity; and knowledge demands.					
Levels of meaning. K-5: Symbolism, abstract thought/technical, academic content 6-12: Satire, allegory, pun, symbolism, or complex motif/technical, academic content				9 Circumstances relating to the American Revolution	
Structure. K-5: Chapters, multiple plot lines, glossaries, headings, or footnotes. 6-12: Legal documents, technical manuals, non-traditional uses of time or language K-12: Text length				7 Duel plots Time travel	
Language conventionality. K-5: colloquialisms, figurative/ idiomatic language, dialects, technical and academic vocabulary 6-12: Historical language such as Elizabethan or Old English constructions; technical and academic vocabulary				10 Figurative language Social Studies vocabulary	
Background knowledge. Content with which students might reasonably be expected to be acquainted or that will be comprehensible when introduced				8 American Revolution	
Quantitative aspects of text complexity, such as word length or frequency, sentence length, and text cohesion, that are difficult for a human reader to evaluate efficiently, as measured by Lexile.					
K-1	n/a			8	
2-3	450L - 790L			840L	
4-5	770L - 980L				
6-8	955L - 1155L				
9-10	1080L - 1305L				
11-12	1215L - 1355L				
Reader and Task Considerations focus on the inherent complexity of text, reader motivation, knowledge, and experience and the purpose and complexity of the task at hand. Best made by teachers employing their professional judgment.					
Does this text challenge readers? Readers comprehend about 75% of the text, working to make meaning of the remaining 25%				8	
Does this text match the interests of the students? (When appropriate)				8	
Is this text ideal for the task? For example a scientific journal for a research project versus Shakespeare for a dramatic presentation				10 Ideal	
Mismatches for which qualitative and quantitative measures cannot easily account. For example low Lexile books with adult content				10 none	
Miscellaneous considerations. You may award up to 10 points for specific merits of a text not covered in the rubric domains.					
Specific Merits				8	
Please write a brief explanation of the specific merits of this text in the box beneath the points awarded		Text is correlated to the Social Studies curriculum			
TOTAL SCORE 76/100					
80 - 100 POINTS: EXTREMELY APPROPRIATE TEXT CHOICE					

50-79	POINTS:	ACCEPTABLE TEXT CHOICE
25-49	POINTS:	RECONSIDER OR CHANGE GRADE/PURPOSE OF THIS TEXT CHOICE
0 - 24	POINTS:	ELIMINATE OR CHANGE GRADE/PURPOSE OF THIS TEXT CHOICE

EVALUATOR COMMENTS:



PERFORMANCE RUBRIC GRADE 7: INFORMATIONAL WRITING

ELACC7W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

UNIT _____
TASK _____

SCORING

Skill/Standard	Does Not Meet	Meets	Exceeds	Points
Introduce a topic clearly, previewing what is to follow				
Draw evidence from literary or informational texts to support analysis, reflection, and research				
Organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect				
Format paper appropriately (MLA or APA if requested, appropriate information, neat and legible)				
Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples				
Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts				
Use precise language and domain-specific vocabulary to inform about or explain the topic				
Provide a concluding statement or section that follows from and supports the information or explanation presented				
Writing is clear and coherent/ appropriate to task, purpose, and audience				
Writing shows evidence of planning, revising, and editing				
IF REQUIRED: Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension				
IF REQUIRED: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources				
IF REQUIRED: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation				
Demonstrate command of the conventions of standard English grammar, capitalization, punctuation, and spelling and usage when writing or speaking				
Grammar/Conventions Focus:				
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy				
Use varied sentence structure				
AGGREGATE SCORE				
TOTALS				



PERFORMANCE RUBRIC Grade 4 Opinion / Persuasive Writing
ELACC7W1: Write arguments to support claims with clear reasons and relevant evidence.

UNIT _____
TASK _____

SCORING

Skill/Standard	Does Not Meet	Meets	Exceeds	Points
Introduce claim(s)				
Acknowledge alternate or opposing claims				
Organize the reasons and evidence logically				
Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text				
Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence				
Establish and maintain a formal style if required; work is neat and legible				
Provide a concluding statement or section that follows from and supports the argument presented				
Draw evidence from literary or informational texts to support analysis, reflection, and research.				
Use precise language and domain-specific vocabulary				
Writing is clear and coherent/ appropriate to task, purpose, and audience.				
Writing shows evidence of planning, revising, and editing				
IF REQUIRED: Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension				
IF REQUIRED: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.				
IF REQUIRED: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.				
Demonstrate command of the conventions of standard English grammar, capitalization, punctuation, and spelling and usage when writing or speaking.				
Grammar/Conventions Focus: _____				
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.				
Use varied sentence structure				

AGGREGATE SCORE

TOTALS				
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PERFORMANCE RUBRIC GRADE 7: PRESENTATION

ELACC7SL4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

UNIT _____
TASK _____

SCORING

Skill/Standard	Does Not Meet	Meets	Exceeds	Points
Present claims and findings, emphasizing salient points in a focused and coherent manner				
Use pertinent descriptions, facts, details, and examples				
Use appropriate eye contact, adequate volume, and clear pronunciation				
Include multimedia components and visual displays to clarify claims and findings and to emphasize main points				
Adapt speech to context and task, using formal or informal speech as appropriate				
Organize the reasons and evidence logically				
Support claim(s) or main points with relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text				
Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence				
Draw evidence from literary or informational texts to support analysis, reflection, and research				
Use precise language and domain-specific vocabulary				
Writing is clear and coherent/appropriate to task, purpose, and audience				
Presentation shows evidence of planning, revising, and editing				
Demonstrate command of the conventions of standard English grammar, capitalization, punctuation, and spelling and usage when writing or speaking				
Grammar/Conventions Focus:				
IF REQUIRED: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.				
AGGREGATE SCORE				
TOTALS				

COMMENTS: