



Wilby HS English Department



The students, faculty, staff, and administration of Wilby High School will work cooperatively with families, members of the community, and the Board of Education to create a safe, welcoming, and academic environment which embraces, challenges, and nurtures the diverse talents, interests, and learning styles of all its students. All students will leave Wilby High School with the self-respect, respect for others, knowledge, and 21st century skills necessary to become independent, intellectually curious, and self-fulfilled members of society.

Response to Literature Rubric

Each score category contains a range of student responses that reflect the descriptions given below.

Exemplary Score Point 6 (91-100)

The response demonstrates:

- a basic understanding of the whole story; interpretation is perceptive and richly supported with examples from the text
- an exceptional ability to reflect, revise, reshape, and/or deepen initial understanding
- perceptive associations/connections between the text, other texts, and/or outside experiences; supports these connections with examples from the text
- perceptive judgments about the literary quality of the text; supports these judgments with examples from the text, other texts, and/or outside experiences

Commendable Score Point 5 (84-90)

The response demonstrates:

- a basic understanding of whole text; interpretation is thoughtful and well supported with examples from the text
- an acceptable ability to reflect, revise, reshape, and/or deepen initial understanding
- associations/connections between the text, other texts, and/or outside experience; generally supports these connections with examples from the text
- thoughtful judgments about the literary quality of the text, generally supports these judgments with examples from the text, other texts, and/or outside experiences

Goal Score Point 4 (77-83)

The response demonstrates:

- a basic understanding of the whole text; a plausible interpretation is supported with some examples from the text
- some ability to reflect, revise, reshape, and/or deepen initial understanding
- some associations/connections between the text, other texts, and/or outside experience, may not be supported with examples from the text
- some judgments about the literary quality of the text; lacks depth and/or is not generally supported with examples from the text, other texts, and/or outside experiences

Proficient Score Point 3 (70-76)

The response demonstrates:

- some understanding of portions of the text or text as a whole; interpretation lacks insight and/or support from the text
- limited ability to reflect, revise, reshape, and/or deepen initial understanding
- an association/connection between the text, other texts, and/or outside experience, superficial, lacks depth and/or support
- judgments about the literary quality of the text; tends to be formulaic and/or lacks examples from the text, other texts, and/or outside experiences

Substandard Score Point 2 (65-69)

The response demonstrates:

- a literal or superficial understanding of portions of the text or the text as a whole
- little or no ability to reflect, revise, reshape, and/or deepen initial understanding
- difficulty in making or supporting an association/connection between the text, other texts, and/or outside experiences
- superficial or emotional judgments about the literary quality of the text or no support with examples from the text other texts, and/or outside experiences

Not Acceptable Score Point 1 (0-64)

The response demonstrates:

- limited understanding and/or serious misunderstanding of portions of the text or the text as a whole
- little or no ability to reflect, revise, reshape, and/or deepen initial understanding
- no meaningful associations/connections between the text, other texts, and/or outside experiences
- no awareness of the literary quality of the text