

Criteria	Distinguished (4)	Accomplished (3)	Emerging (2)	Unacceptable (1)	Evidence
<b>Motivation and Work Ethic</b>	<ul style="list-style-type: none"> <li>- Highly motivated</li> <li>-Goes beyond expectations</li> <li>-Produces high quality work</li> </ul>	<ul style="list-style-type: none"> <li>-Usually motivated</li> <li>-Uses time effectively</li> <li>- Meets the requirements of the assignment</li> </ul>	<ul style="list-style-type: none"> <li>-Sometimes motivated</li> <li>-Procrastinates occasionally</li> <li>- Meets most of the assignment requirements</li> </ul>	<ul style="list-style-type: none"> <li>-Rarely motivated</li> <li>-Procrastinates frequently</li> <li>- Requirements of the assignment are often not met</li> </ul>	
<b>Collaboration and Leadership</b>	Contributes positively to group dynamics AND/OR leads and empowers group members towards positive outcomes	Satisfactory contributions to positive group dynamics	Unengaged on group dynamics	Detrimental to group dynamics	
<b>Responsibility</b>	Consistently comes to class prepared, on time, and responsible for completion of all assignments	Usually comes to class prepared, on time, and responsible for completion of all assignments	Sometimes comes to class prepared, on time, and responsible for completion of all assignments	Rarely comes to class prepared, on time, or responsible for completion of all assignments	
<b>Communication (Verbal/Written)</b>	<ul style="list-style-type: none"> <li>- Uses extensive content specific vocabulary or terminology</li> <li>-Consistently uses correct grammar, punctuation and spelling</li> <li>-Fully developed fact or research based argument and properly cited sources</li> </ul>	<ul style="list-style-type: none"> <li>-Uses adequate content specific vocabulary or terminology</li> <li>-Usually uses correct grammar, punctuation and spelling</li> <li>-Underdeveloped fact or research based argument or improperly cited sources</li> </ul>	<ul style="list-style-type: none"> <li>-Uses ineffective content specific vocabulary or terminology</li> <li>- Sometimes uses correct grammar, punctuation and spelling</li> <li>-Poorly developed or not fact or research based argument or inconsistently cited sources</li> </ul>	<ul style="list-style-type: none"> <li>-Avoids use of content specific vocabulary or terminology</li> <li>-Rarely uses correct grammar, punctuation and spelling</li> <li>-Poorly developed and not fact or research based argument and no cited sources</li> </ul>	
<b>Depth of Knowledge</b>	<ul style="list-style-type: none"> <li>-Consistently makes connections to real life and provides evidence of higher level thinking with no teacher prompting</li> <li>-Demonstrates above mastery of content knowledge</li> </ul>	<ul style="list-style-type: none"> <li>-Makes connections to real life and provides evidence of higher level thinking with occasional teacher prompting</li> <li>-Demonstrates mastery of content knowledge</li> </ul>	<ul style="list-style-type: none"> <li>-Makes connections to real life and provides evidence of higher level thinking with consistent teacher prompting</li> <li>-Demonstrates partial mastery of content knowledge</li> </ul>	<ul style="list-style-type: none"> <li>-Rarely makes connections to real life and provides evidence of higher level thinking, despite teacher prompting</li> <li>-Demonstrates a novice level of content knowledge</li> </ul>	
<b>Intellectual Curiosity</b>	<ul style="list-style-type: none"> <li>-Consistently poses thought-provoking questions</li> <li>-Consistently demonstrates creative thought process</li> </ul>	<ul style="list-style-type: none"> <li>-Usually poses thought-provoking questions</li> <li>-Usually demonstrates creative thought process</li> </ul>	<ul style="list-style-type: none"> <li>-Sometimes poses thought-provoking questions</li> <li>-Sometimes demonstrates creative thought process</li> </ul>	<ul style="list-style-type: none"> <li>-Rarely poses thought-provoking questions</li> <li>-Rarely demonstrates creative thought process</li> </ul>	
<b>Total Points 24 Honors = 20 or more (3 out of the 4 nine weeks)</b>					
	<b>Distinguished (4)</b>	<b>Accomplished (3)</b>	<b>Emerging (2)</b>	<b>Unacceptable (1)</b>	

## ELA Honors Examples

This is not a **checklist**. It presents several characteristics that a student may show at each level. Use this chart as a guide, if needed, when deciding where to place a student on the Honors Rubric.

Criteria	Evidence Examples		
	Distinguished Students	Accomplished Students	Emerging Students
<b>Reading</b>	This student reads beyond the requirements of the classroom usually on their own time. They often challenge themselves by reading complex texts. This student recognizes plot structure and how it functions in a story. They comprehend material on a deeper level and can support their thoughts with examples from the text. This student makes connections between what they learned and the outside world including cross-curricular connections.	This student meets the requirements of classroom reading. Their choice in reading may not vary in complexity or content. This student comprehends material above grade level. This student shows deeper level thinking with teacher guidance.	This student needs constant prompting to read inside and outside of class. This student comprehends material at or near grade level. This student begins to make deeper level connections with constant teacher guidance.
<b>Writing</b>	This student can produce a variety of written work for multiple purposes at a complex level that is well-thought out and supported through proper citations and research. This student when given a writing prompt can maintain writing stamina for an extended period of time with minimal guidance from the teacher.	The student can produce written work for multiple purposes at an acceptable level that are finished pieces but lacks complete and comprehensive citations and research. Student requires some prompting and guidance when writing for an extended period of time.	This student produces written work that lacks structure, purpose, or awareness of audience. This student is inconsistent in their use of proper research or citations. This student cannot write for extended periods of time without consistent prompting and teacher guidance.
<b>Speaking and Listening</b>	This student is self-motivated to share their individual or group contributions with the class. This student brings a high level of questioning to group conversations and classroom discussions. This student contributes positively in collaborations with their group, the entire class, and one-on-one partners.	This student contributes to class and group discussion when prompted. This student will occasionally bring in-depth questions to the group conversation. This student contributes intermittently in collaborations with their group, the entire class, and one-on-one partners.	This student seldom contributes to class and group discussion unless prompted. This student may ask questions, but they do not contribute or extend the group conversation (superficial vs. In-depth). This student's contributions to their group, the entire class, and one-on-one partners seldomly advances the conversation.
<b>Language</b>	This student moves with ease between informal and formal communication and understands when each is appropriate. This student is consistently able to use vocabulary and grammar at an advanced level.	This student occasionally mixes informal and formal communication but recognizes the difference. This student uses vocabulary and grammar at or slightly above grade level.	This student does not understand without guidance what situations call for informal and formal communication. This student uses vocabulary and grammar at or near grade level.

