

Library – 3rd Trimester Rubric (final)

Beginners

Focus strands:	M = Mastery of standards at appropriate level	W = Working towards standard	N = Not meeting the standard
RL.K.5 Recognize common types of texts. (Story books & books of poems.)	Student is able to independently differentiate between a storybook and a poem. Student independently identifies similarities and differences between the two types of texts.	Student is sometimes able to differentiate between a storybook and poem. Student usually needs prompting to compare and contrast the two types of texts.	Student needs assistance to differentiate between story books and poems. Student is not able to compare and contrast the two texts without assistance.
NJLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.	Student independently recognizes the three stages of the Super 3 and completes short research projects.	With some prompting, student is able to identify stages of the Super 3. With some assistance, can complete short research projects.	Even with prompting, student is not able to identify the stages of the Super 3. Student is not able to complete short research projects without extensive assistance..
SLK.1.A Follow agreed upon rules for discussion.	Student always listens to others and waits his/her turn to contribute to the discussion.	Student usually listens when others are speaking and mostly waits his/her turn to speak.	Student does not wait his/her turn to speak and rarely listens when others are speaking.
Effort/Responsibility	Student is consistently engaged in the lesson, uses time wisely, and demonstrates an eagerness to learn. Consistently demonstrates an understanding of library rules and procedures.	Student is engaged in the lesson most of the time, sometimes uses time wisely, and usually demonstrates an eagerness to learn. Usually demonstrates an understanding of library rules and procedures.	Student is rarely engaged in the lesson, does not use time wisely, and rarely demonstrates an eagerness to learn. Requires assistance following library rules and procedures.
Appreciation & use of library materials.	Student consistently respects library materials. Student consistently borrows library materials. Student does not return books 1 or 2 times. Student checks out materials as per circulation policy.	Student usually respects library materials. Student does not return books 3-4 times. Student checks out materials as per circulation policy.	Student requires frequent reminders to respect library materials. Student does not return book 5 or more times. Student checks out materials as per circulation policy.

1st Grade Library – 3rd Trimester Rubric

Focus strands:	M = Mastery of standards at appropriate level	W = Working towards standard	N = Not meeting the standard
NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.	Student independently recognizes the three stages of the Super 3 and completes short research projects.	With some prompting, student is able to identify stages of the Super 3. With some assistance, can complete short research projects.	Even with prompting, student is not able to identify the stages of the Super 3. Student is not able to complete short research projects without extensive assistance.
<p>RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.</p> <p>RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	Student recognizes that feelings are emotions or attitudes. Student knows his/her five senses. Student is able to independently identify sensory words in the text that suggest feeling or appeal to the senses, describe feelings and senses using words or phrases, and explain how words in a text suggest or describe feelings.	Student knows his/her five senses and with minimal prompting identifies feelings as emotions/attitudes. With some prompting, student is able to identify sensory words in the text that suggest feeling or appeal to the senses. With some assistance, student is able to describe feelings and senses using words or phrases.	Student knows his/her five senses, but needs assistance to describe feelings as emotions/attitudes. Student needs assistance to identify sensory words in the text. Student isn't able to describe feelings and senses without help.
<p>Alphabetical Order/Library Organization RF.1.1 Demonstrate understanding of the organization and basic features of print.</p> <p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Student is able to alphabetically order words to the second letter independently.</p> <p>Student recognizes fiction books are organized in alphabetical order by author's last name and can independently locate the correct letter shelf for a fiction title when using the book's call number.</p>	<p>Student is able to alphabetically order words to the first letter independently, but needs prompting to order words to the second letter.</p> <p>Student recognizes fiction books are organized in alphabetical order by author's last name. Student needs some assistance to locate the correct letter shelf for a fiction title when using the book's call number.</p>	<p>Student may need assistance to alphabetically order words to the first letter independently. Even with prompting, student is not able to alphabetically order words to the second letter.</p> <p>Student may need prompting to describe fiction books as organized in alphabetical order by author's last name. Student is not able to locate the correct letter shelf for a fiction title when using the book's call number without direct assistance.</p>
SL.1.1.A Follow agreed upon rules for discussion.	Student always listens to others and waits his/her turn to contribute to the discussion.	Student usually listens when others are speaking and mostly waits his/her turn to speak.	Student does not wait his/her turn to speak and rarely listens when others are speaking.
Effort/Responsibility/ Appreciation & Use of Library Materials	Student is consistently engaged in the lesson, uses time wisely, and demonstrates an eagerness to learn. Consistently demonstrates	Student is engaged in the lesson most of the time, sometimes uses time wisely, and usually demonstrates an eagerness to	Student is rarely engaged in the lesson, does not use time wisely, and rarely demonstrates an eagerness to learn.

	an understanding of library rules and procedures.	learn. Usually demonstrates an understanding of library rules and procedures.	Requires assistance following library rules and procedures.
Appreciation & use of library materials.	Student consistently respects library materials. Student consistently borrows library materials. Student does not return books 1 or 2 times. Student checks out materials as per circulation policy.	Student usually respects library materials. Student does not return books 3-4 times. Student checks out materials as per circulation policy.	Student requires frequent reminders to respect library materials. Student does not return book 5 or more times. Student checks out materials as per circulation policy.

2nd Grade Library – 3rd Trimester Rubric

Focus strands:	M = Mastery of standards at appropriate level	W = Working towards standard	N = Not meeting the standard
Library Organization Utilize the library catalog to search for and locate titles of interest in our library.	Student is able to independently access the library catalog, conduct a search for a title or subject, identify whether the book of interest is available, and if so, use the call number to determine the location of the book. Student finds the book on the shelf without assistance.	Student is able to access the library catalog, and enter search terms. Student sometimes needs assistance to complete the search or determine item availability. Student may need assistance to determine the item's location using the call number. Student needs some assistance to locate the specific book on the library shelf.	Student is not able to conduct a catalog search without assistance. Student is not able to determine the item's availability. Student is not able to find the call number without help and isn't able to determine a books location when given the call number. Student is not able to locate the book without assistance.
RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed. RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.	Student is able to describe poetry as literary genre. Student is able to create works of poetry independently, using rules/format discussed during library lessons.	With prompting, student is able to describe poetry as a literary genre. With some assistance, student is able to create a work of poetry based on rules/format discussed during library lessons.	Even with prompting, student is not able to describe poetry as a literary genre. Even with assistance, student is not able to create a poem using the rules/format discussed during library lessons.
Biography study RI.2.1 Ask and answer such questions as who, where, when, why & how to demonstrate understanding of key details in a text.	Student is able to describe a biography as a nonfiction book about a real person's life. Student is also able to identify 7 or more "ingredients" that are usually included in a biography.	With prompting, student is able to describe a biography as a real book about a real person. Student is able to independently identify 4-6 "ingredients" that are usually included in a biography.	Even with prompting, student is not able to describe a biography as a real book about a real person. Even with assistance, student struggles to identify more than 3 "ingredients" included in a biography.
RI.2.5 Know and use various text features to locate key facts or information in a text efficiently.	Student is able to independently and correctly identify the text features and parts of a book from semester 1 AND 2, as well as sidebar, graph, and italic print.	Student is able to independently and correctly identify most of the terms from Semester 1 and 2 but needs assistance with the new terms: sidebar, graph,	Even with prompting, student is unable to identify the following terms: index, glossary, table of contents, map, photograph, caption, Venn diagram,, heading, diagram, bold print, italic

		italic print.	print, graph, and sidebar.
SL.2.1.A Follow agreed upon rules for discussion.	Student always listens to others and waits his/her turn to contribute to the discussion.	Student usually listens when others are speaking and mostly waits his/her turn to speak.	Student does not wait his/her turn to speak and rarely listens when others are speaking.
Effort/Responsibility	Student is consistently engaged in the lesson, uses time wisely, and demonstrates an eagerness to learn. Consistently demonstrates an understanding of library rules.	Student is engaged in the lesson most of the time, sometimes uses time wisely, and usually demonstrates an eagerness to learn. Usually demonstrates an understanding of library rules.	Student is rarely engaged in the lesson, does not use time wisely, and rarely demonstrates an eagerness to learn. Requires assistance following library rules
Appreciation & use of library materials.	Student consistently respects library materials. Student regularly returns borrowed materials on time (does not return book on time 1-2 times per marking period).	Student usually respects library materials. Student mostly returns library materials on time (does not return book on time 3-4 times per marking period).	Student requires frequent reminders to respect library materials. Student has difficulty returning books to the library on time (does not return book on time 5 or more times per marking period).