

Beginners Library – 2nd Trimester Rubric (final)

Focus strands:	M = Mastery of standards at appropriate level	W = Working towards standard	N = Not meeting the standard
RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	Student is able to independently define and identify the characters, settings, and major events in a story.	Student is able to identify and define characters, settings, and major events in a story with prompting and support.	Even with prompting and support, student is not able to routinely identify and define the characters, settings and major events in a story.
RI.K.6/RL.K.6 Name the author and illustrator of the text and define the role of each.	Student is able to identify the author, illustrator, and publisher of the text and define the role of each.	Student is able to identify the author and illustrator of the text and define the role of each. Student needs prompting to identify and define publisher.	Even with prompting, student is not able to identify or define the terms: author, illustrator, publisher.
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 3-5 times. Student checks out materials as per circulation policy.	Student requires frequent reminders to respect library materials. Student does not return book 6 or more times. Student checks out materials as per circulation policy.

1st Grade Library – 2nd Trimester Rubric (final)

Focus strands:	M = Mastery of standards at appropriate level	W = Working towards standard	N = Not meeting the standard
Parts of a book – pre-bibliographic instruction	Student is able to independently identify and describe library vocabulary including the following terms: copyright date, alphabetical order, call number, catalog. Student recognizes the author, illustrator, publisher and title are on the title page.	Student may need some prompting to identify and describe library vocabulary including the following terms: copyright date, alphabetical order, call number, catalog. With some prompting, student recognizes the author, illustrator, publisher and title are on the title page.	Student is not able to identify library vocabulary, even with prompting. Student is not able to describe the title page as having the title, publisher, author and illustrator, even with prompting.
Alphabetical Order/Library Organization RF.1.1 Demonstrate understanding of the organization and basic features of print. L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Student is able to alphabetically order words to the second letter independently. 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.	Student is able to alphabetically order words to the first letter independently, but needs prompting to order words to the second letter. 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.	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. 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.
Caldecott Medal study (using portions of RL.1.7) Use the illustrations and details in a story to describe its characters, settings, and events.)	Student is able to independently describe the purpose of the Caldecott Award. Student is able to identify 5 or more criteria used to determine a Caldecott Medal winner.	Student may require prompting to describe the purpose of the Caldecott Award. Student is able to independently identify 3-4 criteria for selecting the award.	Student may be able to describe the purpose of the Caldecott Award with prompting. Even with support, student is not able to identify more than 2 criteria for selecting the award.
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 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 3-5 times. Student checks out materials as per circulation policy.	Student requires frequent reminders to respect library materials. Student does not return book 6 or more times. Student checks out materials as per circulation policy.

2nd Grade Library – 2nd Trimester Rubric (final)

Focus strands:	M = Mastery of standards at appropriate level	W = Working towards standard	N = Not meeting the standard
<p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>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.</p>	<p>Student is able to independently identify the 3 steps of the Super 3 research model, derive meaning from information presented in a variety of formats, select information relevant to the question at hand, cite sources used in research.</p>	<p>With some assistance, student is able to identify the 3 steps of the Super 3 research model, derive meaning from information presented in a variety of formats, select information relevant to the question at hand, cite sources used in research.</p>	<p>Even with assistance, student is not able to identify the 3 steps of the Super 3 research model, derive meaning from information presented in a variety of formats, select information relevant to the question at hand, cite sources used in research.</p>
<p>RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.</p>	<p>Student is able to independently differentiate between a fable and folktale. Student is able to identify key characteristics of each genre.</p>	<p>Student may be able to describe elements of folktales and fables, but may mix up which genre to which the elements belong.</p>	<p>Even with prompting, student is not able to identify key elements of fables or folktales.</p>
<p>RI.2.5 Know and use various text features to locate key facts or information in a text efficiently.</p>	<p>Student is able to independently and correctly identify the text features and parts of a book from trimester 1 AND Venn diagram, heading, diagram, and bold print.</p>	<p>Student is able to independently and correctly identify most of the terms from Semester 1, but needs assistance with the new terms: Venn diagram, heading, diagram, and bold print.</p>	<p>Even with prompting, student is unable to identify the following terms: index, glossary, table of contents, map, photograph, caption, Venn diagram, heading, diagram, and bold print.</p>
<p>SL.2.1.A Follow agreed upon rules for discussion.</p>	<p>Student always listens to others and waits his/her turn to contribute to the discussion.</p>	<p>Student usually listens when others are speaking and mostly waits his/her turn to speak.</p>	<p>Student does not wait his/her turn to speak and rarely listens when others are speaking.</p>
<p>Appreciation & use of library materials.</p>	<p>Student consistently respects library materials. Student regularly returns borrowed materials on time (does not return book on time 1-2 times per marking period).</p>	<p>Student usually respects library materials. Student mostly returns library materials on time (does not return book on time 3-4 times per marking period).</p>	<p>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).</p>
<p>Effort/Responsibility</p>	<p>Student is consistently engaged in the lesson, uses time wisely, and demonstrates an eagerness to learn. Consistently demonstrates an</p>	<p>Student is engaged in the lesson most of the time, sometimes uses time wisely, and usually demonstrates an eagerness to learn. Usually</p>	<p>Student is rarely engaged in the lesson, does not use time wisely, and rarely demonstrates an eagerness to learn. Requires assistance following library</p>

	understanding of library rules.	demonstrates an understanding of library rules.	rules.
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