

Text Analysis Rubric

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Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
Content and Analysis: The extent to which the response conveys complex ideas and information clearly and accurately in order to respond to the task and support an analysis of the text. (W.9-10.2, W.9-10.9, R.9-10.2, R.9-10.5)	Introduce a well-reasoned claim regarding the development of a central idea. Demonstrate a thoughtful analysis of the author's use of specific details to shape and refine the central idea. and/or Demonstrate a thoughtful analysis of how the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.	Introduce a clear and focused claim regarding the development of a central idea. Demonstrate an appropriate analysis of the author's use of specific details to shape and refine the central idea. and/or Demonstrate an appropriate analysis of how the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.	Introduce a claim regarding the development of a central idea. Demonstrate a superficial and/or mostly literal analysis of the author's use of specific details to shape and refine the central idea. and/or Demonstrate a superficial and/or mostly literal analysis of how the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.	Introduce a confused or incomplete claim. and/or Demonstrate a minimal analysis of the author's use of details to shape and refine the central idea and/or Demonstrate a minimal analysis of how the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
Command of Evidence: The extent to which the response presents evidence from the provided text to support analysis. (W.9-10.2.a, W.9-10.9)	Present ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis.	Present ideas sufficiently, making adequate use of relevant evidence to support analysis.	Present ideas inconsistently, inadequately, and/or inaccurately in an attempt to support analysis, making use of some evidence that may be irrelevant.	Present little or no evidence from the text.
Coherence, Organization, and Style: The extent to which the response logically organizes complex ideas, concepts, and information using formal style and precise language. (W.9-10.2.b, e; W.9-10.9)	Exhibit logical organization of ideas and information to create a cohesive and coherent response. Establish and maintain a formal style, using precise language and sound structure.	Exhibit acceptable organization of ideas and information to create a coherent response. Establish and maintain a formal style, using appropriate language and structure.	Exhibit inconsistent organization of ideas and information, failing to create a coherent response. Lack a formal style, using language that is basic, inappropriate, or imprecise.	Exhibit little organization of ideas and information. Use language that is predominantly incoherent, inappropriate, or copied directly from the task or text. Are minimal, making assessment unreliable.
Control of Conventions: The extent to which the response demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling. (L.9-10.1, L.9-10.2)	Demonstrate control of the conventions with infrequent errors.	Demonstrate partial control of conventions with occasional errors that do not hinder comprehension.	Demonstrate emerging control of conventions with some errors that hinder comprehension.	Demonstrate a lack of control of conventions with frequent errors that make comprehension difficult. Are minimal, making assessment of conventions unreliable.

- A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
 - A response that is totally copied from the text with no original writing must be given a 0.
- A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a

Text Analysis Checklist

Assessed Standard: _____

	Does my writing...	✓
Content and Analysis	Introduce a well-reasoned claim regarding the development of a central idea?	<input type="checkbox"/>
	Demonstrate a thoughtful analysis of the author's use of specific details to shape and refine the central idea? and/or Demonstrate a thoughtful analysis of how the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole?	<input type="checkbox"/>
Command and Evidence	Present ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis?	<input type="checkbox"/>
Coherence, Organization, and Style	Exhibit logical organization of ideas and information to create a cohesive and coherent response?	<input type="checkbox"/>
	Establish and maintain a formal style, using precise language and sound structure?	<input type="checkbox"/>
Control of Conventions	Demonstrate control of the conventions with infrequent errors?	<input type="checkbox"/>