

11.3.3 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.11-12.1.a, W.11-12.1.b)	<p>Introduce precise, knowledgeable claim(s), establish the significance of the claims, and distinguish the claim(s) from alternate or opposing claims in an in-depth and insightful analysis. (W.9-10.1.a)</p> <p>Develop claim(s) and counterclaim(s) fairly and thoroughly by supplying the most relevant evidence for and pointing out the strengths and limitations of both. (W.11-12.1.b)</p> <p>Precisely anticipate the audience's knowledge level, concerns, values, and possible biases. (W.11-12.1.b)</p>	<p>Introduce a precise and somewhat knowledgeable claim, establish the significance of claims, and adequately distinguish the claim from alternate or opposing claims in an accurate analysis. (W.9-10.1.a)</p> <p>Develop claim(s) and counterclaim(s) by supplying evidence but not the strongest or most relevant evidence; address strengths or limitations of counterclaim(s). (W.11-12.1.b)</p> <p>Sufficiently anticipate the audience's knowledge level and concerns, values, and possible biases. (W.11-12.1.b)</p>	<p>Introduce a somewhat knowledgeable claim, but only partially or ineffectually distinguish the claim from alternate or opposing claims; analysis is somewhat unclear or confusing at times. (W.9-10.1.a)</p> <p>Develop claim(s) partially; lack compelling evidence to fully develop claim(s) and/or counterclaim(s); fail to point out strengths and limitations of claim(s) and counterclaim(s). (W.11-12.1.b)</p> <p>Partially anticipate the audience's knowledge level, concerns, values, and potential biases. (W.11-12.1.b)</p>	<p>Do not introduce a claim; analysis is mostly unclear or confusing. (W.11-12.1.a)</p> <p>Do not demonstrate analysis. (W.11-12.1.b)</p> <p>Inaccurately or inappropriately anticipate the audience's knowledge level, concerns, values, or potential biases or fail to consider the audience. (W.11-12.1.b)</p>
Command of Evidence and Reasoning: The extent to which the response presents evidence from the provided text(s) and uses reasoning to support analysis. (W.11-12.1)	<p>Support claims effectively and sufficiently by providing a wide range of relevant evidence.</p> <p>Use valid reasoning to establish clear relationships between and among claim(s) and evidence.</p> <p>Avoid overreliance on any one source.</p>	<p>Support claims sufficiently by providing relevant evidence.</p> <p>Use valid reasoning to relate claims and evidence on a basic level.</p> <p>Rely heavily on three to four sources, avoiding claims in others.</p>	<p>Support claims partially by providing insufficient but relevant evidence, or evidence loosely related to the claim(s).</p> <p>Use some reasoning to partially relate claims and evidence; use unclear reasoning.</p> <p>Rely heavily on one to two sources, avoiding contradictory claims in others.</p>	<p>Present irrelevant and/or little or no evidence from the text.</p> <p>Demonstrate unclear, unfounded or little to no use of reasoning; fail to establish relationships between and among claim(s) and evidence.</p> <p>Derive most evidence from a single source.</p>

Criteria	4 - Responses at this Level:	3 - Responses at this Level:	2 - Responses at this Level:	1 - Responses at this Level:
Coherence, Organization, and Style: The extent to which the response logically organizes and links complex ideas, concepts, and information using formal style, precise language and general academic and domain specific vocabulary acquired throughout the research process. (W.11-12.1.a, W.11-12.1.c, W.11-12.1.d, W.11-12.1.e, L.11-12.6)	<p>Organize claims, counterclaims, evidence, and reasoning to establish clear and logical relationships among all components. (W.11-12.1.a)</p> <p>Exhibit skillful use of words, phrases, and clauses to link sections of the text, including varied syntax, to create cohesion, and clarify relationships among components of the argument. (W.11-12.1.c)</p> <p>Skillfully establish and maintain a formal style and objective tone appropriate to the norms and conventions of the discipline. (W.11-12.1.d)</p> <p>Provide a concluding statement or section that supports the argument presented and offers a new way of thinking about the issue. (W.11-12.1.e)</p> <p>Demonstrate accurate and effective use of general academic and domain-specific words and phrases acquired through the research process. (L.11-12.6)</p>	<p>Exhibit basic organization of claims, counterclaims, evidence, and reasoning so as to create some logical relationships among the components. (W.11-12.1.a)</p> <p>Exhibit basic use of words, phrases, and clauses, as well as varied syntax, to link sections of the text, create cohesion, and clarify relationships among components of the argument. (W.11-12.1.c)</p> <p>Establish a style and tone appropriate to the discipline; demonstrate inconsistent use of formality and objectivity. (W.11-12.1.d)</p> <p>Provide a concluding statement or section that supports the argument presented but does not offer a new way of thinking about the issue. (W.11-12.1.e)</p> <p>Demonstrate accurate use of general academic and domain-specific words and phrases acquired through the research process. (L.11-12.6)</p>	<p>Exhibit partial organization of claims, counterclaims, evidence, and reasoning; relationships among all components are not logical and at times unclear. (W.11-12.1.a)</p> <p>Exhibit inconsistent use of words, phrases, and clauses, with little variation in syntax, to link sections of the text. (W.11-12.1.c)</p> <p>Use inconsistent style and tone with some attention to formality and objectivity. (W.11-12.1.d)</p> <p>Provide a concluding statement that inadequately supports the argument presented or repeats claim(s) and evidence verbatim or without significant variation. (W.11-12.1.e)</p> <p>Demonstrate partially accurate use of general academic and domain-specific words and phrases acquired through the research process. (L.11-12.6)</p>	<p>Exhibit little organization of claims, counterclaims, evidence and reasoning; relationships among components are for the most part unclear and do not demonstrate a logical organization. (W.11-12.1.a)</p> <p>Exhibit little or no use of words, phrases and clauses, and little to no variation in syntax, to link sections of the text. (W.11-12.1.c)</p> <p>Lack a formal style, using language that is basic, imprecise, or contextually inappropriate. (W.11-12.1.d)</p> <p>Provide a concluding statement that is unrelated to the claims presented and/or provide no concluding statement. (W.11-12.1.e)</p> <p>Demonstrate little or inaccurate use of general academic and domain-specific words and phrases; do not exhibit acquisition of vocabulary through the research process. (L.11-12.6)</p>
Control of Conventions: The extent to which the response demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling, and	<p>Demonstrate control of conventions with essentially no errors, even with sophisticated language. (L.11-12.1, L.11-12.2)</p>	<p>Demonstrate basic control of conventions with occasional errors that do not hinder comprehension. (L. 11-12.1, L. 11-12.2)</p>	<p>Demonstrate partial control of conventions with some errors that hinder comprehension. (L. 11-12.1, L. 11-12.2)</p>	<p>Demonstrate little control of conventions with frequent errors that make comprehension difficult. (L. 11-12.1, L. 11-12.2)</p>

Criteria	4 - Responses at this Level:	3 - Responses at this Level:	2 - Responses at this Level:	1 - Responses at this Level:
punctuation, and spelling, and conforms to the guidelines in a style manual appropriate for the discipline and writing type. (L.11-12.1, L.11-12.2. W. 11-12.8)	Demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material; contain no citation errors. (W.11-12.8)	Demonstrate proper citation of sources to avoid plagiarism when dealing with correct quotes and paraphrased material; contain only minor citation errors. (W. 11-12.8)	Demonstrate partial or inconsistent use of citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material; contain some major or frequent minor citation errors. (W.11-12.8)	Do not make use of citation or plagiarize. (W.11-12.8)

- 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 0.

Assessed Throughout the Module (Research and Writing Process)

CCSS.ELA-Literacy.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-Literacy.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

11.3.3 Checklist

Assessed Standards: _____

	Does my writing...	✓
Content and Analysis	Introduce precise, knowledgeable claims and distinguish the claims from alternate or opposing claims? (W.11-12.1.a)	<input type="checkbox"/>
	Supply the most relevant evidence to develop claims and counterclaims? (W.11-12.1.b)	<input type="checkbox"/>
	Point out the strengths and limitations of the claims and counterclaims? (W.11-12.1.b)	<input type="checkbox"/>
	Anticipate the audience's knowledge level, concerns, values, and potential biases? (W.11-12.1.b)	<input type="checkbox"/>
Command of Evidence and Reasoning	Support claims by providing a wide range of relevant evidence? (W.11-12.1)	<input type="checkbox"/>
	Use valid reasoning to demonstrate clear relationships between claims and evidence? (W.11-12.1)	<input type="checkbox"/>
Coherence, Organization, and Style	Arrange claims, counterclaims, evidence, and reasoning to establish a logically sequenced organization among all the components of the argument? (W.11-12.1.a)	<input type="checkbox"/>
	Use words, phrases, clauses, and varied syntax effectively to create clear relationships among components of the argument? (W.11-12.1.c)	<input type="checkbox"/>

File: 11.3.3 Lesson 3 Date: 9/21/14 Classroom Use: Starting 9/2014

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	Establish and maintain a formal style, using precise language and sound structure? (W.11-12.1.d)	<input type="checkbox"/>
	Provide a conclusion that supports the argument and offers a new way of thinking about the issue? (W.11-12.1.e)	<input type="checkbox"/>
	Demonstrate accurate and effective use of general academic and domain-specific words and phrases acquired through the research process? (L.11-12.6)	<input type="checkbox"/>
	Control of Conventions Demonstrate control of standard English grammar conventions, with infrequent errors? (L.11-12.1, L.11-12.2)	<input type="checkbox"/>
	Provide proper citation of quotes and paraphrases to avoid plagiarism? (W.11-12.8)	<input type="checkbox"/>

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