

## 11.3.1 End-of-Unit Text Analysis Rubric

\_\_\_\_/16

Criteria	4 - Responses at this Level:	3 - Responses at this Level:	2 - Responses at this Level:	1 - Responses at this Level:
<b>Content and Analysis</b> <b>The extent to which the response determines and analyzes central idea(s) clearly and accurately in order to respond to the task and support an analysis of the text.</b> <b>CCSS.ELA-Literacy.RI.11-12.2</b> Determine two or more central ideas of a text and analyze their development over the course of the text including how they interact and build on one another to provide a complex analysis.	Determine two or more central ideas from the text and analyze their development by providing precise and sufficient examples of how the ideas interact and build on one another.	Determine two or more central ideas from the text and analyze their development by providing relevant and sufficient examples of how the ideas interact and build on one another.	Determine two or more central ideas from the text and analyze their development by providing undeveloped, insufficient, or irrelevant examples of how the ideas interact and build on one another.	Fail to identify and/or explain two or more central ideas from the text. Provide no examples or irrelevant and insufficient examples of how ideas interact or build on one another.

File: 11.3.1 Lesson 11 Date: 9/12/14 Classroom Use: Starting 9/2014

© 2014 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

<http://creativecommons.org/licenses/by-nc-sa/3.0/>



Criteria	4 - Responses at this Level:	3 - Responses at this Level:	2 - Responses at this Level:	1 - Responses at this Level:
<p><b>Command of Evidence and Reasoning</b>  <b>The extent to which the response examines and conveys complex ideas, concepts and information clearly and accurately through the effective selection, organization, and analysis of content.</b>  <b>CCSS.ELA-Literacy.W.11-12.2</b>  Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  <b>CCSS.ELA-Literacy.W.11-12.2.b</b>  Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.  <b>The extent to which the response draws evidence from literary or informational texts to support analysis, reflection, and research.</b>  <b>CCSS.ELA-Literacy.W.11-12.9</b>  Draw evidence from literary or informational texts to support analysis, reflection, and research.  <b>The extent to which responses apply grade 11-12 Reading standards to literary nonfiction.</b>    <b>CCSS.ELA-Literacy.W.11-12.9.b</b>  Apply <i>grades 11-12 Reading standards</i> to literary nonfiction.</p>	<p>Develop the response and support analysis with the most relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.11-12.2.b)</p>	<p>Develop the response and support analysis with relevant and sufficient facts, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.11-12.2.b)</p>	<p>Partially develop the response and partially support analysis with relevant facts, details, quotations, or other information and examples that are appropriate to the audience's knowledge of the topic. (W.11-12.2.b)</p>	<p>Do not develop the response or support analysis with relevant facts, details, quotations, or other information and examples that are appropriate to the audience's knowledge of the topic. (W.11-12.2.b)</p>

Criteria	4 - Responses at this Level:	3 - Responses at this Level:	2 - Responses at this Level:	1 - Responses at this Level:
<p><b>Coherence, Organization, and Style</b>  <b>The extent to which the response introduces a topic, organizes complex ideas, concepts, and information to make important connections and distinctions.</b>  <b>CCSS.ELA-Literacy.W.11-12.2</b>  Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  <b>CCSS.ELA-Literacy.W.11-12.2.a</b>  Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  <b>The extent to which the response includes and uses precise language and domain specific vocabulary to manage the complexity of the topic.</b>  <b>CCSS.ELA-Literacy.W.11-12.2.d</b>  Use precise language and domain-specific vocabulary to manage the complexity of the topic.  <b>The extent to which the response properly uses formal style and objective tone as well as adheres to the writing conventions of the discipline.</b>  <b>CCSS.ELA-Literacy.W.11-12.2.e</b>  Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<p>Skillfully introduce a topic; effectively organize complex ideas, concepts, and information to make important connections and distinctions. (W.11-12.2.a)  Skillfully and accurately use precise language and domain-specific vocabulary to manage the complexity of the topic. (W.11-12.2.d)  Skillfully establish and maintain a formal style and objective tone appropriate to the norms and conventions of the discipline. (W.11-12.2.e)  Skillfully provide a concluding statement or section that follows from and supports the information or explanation presented. (W.11-12.2.f)</p>	<p>Introduce a topic; effectively organize complex ideas, concepts, and information to make important connections and distinctions. (W.11-12.2.a)  Accurately use precise language or domain-specific vocabulary to manage the complexity of the topic. (W.11-12.2.d)  Establish a style and tone appropriate to the discipline; demonstrate inconsistent use of formality and objectivity. (W.11-12.2.e)  Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.11-12.2.f)</p>	<p>Introduce a topic; inconsistently organize complex ideas, concepts, and information to make important connections and distinctions. (W.11-12.2.a)  Inconsistently use domain-specific vocabulary to manage the complexity of the topic. (W.11-12.2.d)  Use inconsistent style and tone with some attention to formality and objectivity. (W.11-12.2.e)  Provide a concluding statement or section that partially follows from and supports the information or explanation presented. (W.11-12.2.f)</p>	<p>Ineffectively introduce a topic; ineffectively organize complex ideas, concepts and information to make important connections and distinctions. (W.11-12.2.a)  Ineffectively or inappropriately use precise language or domain-specific vocabulary to manage the complexity of the topic. (W.11-12.2.d)  Lack a formal style, using language that is basic, imprecise, or contextually inappropriate. (W.11-12.2.e)  Ineffectively provide a concluding statement or section that follows from and supports the information or explanation presented. (W.11-12.2.f)</p>

File: 11.3.1 Lesson 11 Date: 9/12/14 Classroom Use: Starting 9/2014

© 2014 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License



<http://creativecommons.org/licenses/by-nc-sa/3.0/>

Criteria	4 - Responses at this Level:	3 - Responses at this Level:	2 - Responses at this Level:	1 - Responses at this Level:
<b>Control of Conventions</b> <b>The extent to which the response demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</b> <b>CCSS.ELA-Literacy.L.11-12.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>CCSS.ELA-Literacy.L.11-12.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate consistent control of conventions with essentially no errors, even with sophisticated language.	Demonstrate basic control of conventions with occasional errors that do not hinder comprehension.	Demonstrate partial control of conventions with some errors that hinder comprehension.	Demonstrate little control of conventions with frequent errors that make comprehension difficult.

- 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.

## 11.3.1 End-of-Unit Text Analysis Checklist

Assessed Standards: \_\_\_\_\_

	Does my writing...	✓
<b>Content and Analysis</b>	Identify a central idea from the text and analyze its development? (RI.11-12.2)	<input type="checkbox"/>
	Provide examples of the emergence and refinement of the central idea using specific details? (RI.11-12.2)	<input type="checkbox"/>
	Include a summary of the text to frame the development and refinement of the central idea? (RI.11-12.2)	<input type="checkbox"/>
<b>Command of Evidence and Reasoning</b>	Develop the response and support analysis with well-chosen, relevant, and sufficient evidence? (W.11-12.2.b, W.11-12.9.b)	<input type="checkbox"/>
<b>Coherence, Organization, and Style</b>	Introduce a topic? (W.11-12.2.a)	<input type="checkbox"/>
	Organize complex ideas, concepts, and information to make important connections and distinctions? (W.11-12.2.a)	<input type="checkbox"/>
	Establish and maintain a formal style and objective tone, using precise language and domain-specific vocabulary? (W.11-12.2.d, e)	<input type="checkbox"/>



File: 11.3.1 Lesson 11 Date: 9/12/14 Classroom Use: Starting 9/2014

© 2014 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

<http://creativecommons.org/licenses/by-nc-sa/3.0/>



	Provide a concluding statement or section related to the explanation or analysis? (W.11-12.2.f)	
<b>Control of Conventions</b>	Demonstrate control of the conventions with infrequent errors? (L.11-12.1, L.11-12.2)	

File: 11.3.1 Lesson 11 Date: 9/12/14 Classroom Use: Starting 9/2014

© 2014 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

<http://creativecommons.org/licenses/by-nc-sa/3.0/>

