11.4.1 End-of-Unit Text Analysis Rubric / (Total points)

| **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 analyzes a point of view by distinguishing what is directly stated in a text from what is really meant.**  **CCSS.ELA-Literacy.RL.11-12.6**  Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). | Skillfully analyze a point of view by precisely distinguishing what is directly stated in a text from what is really meant. | Accurately analyze a point of view by accurately distinguishing what is directly stated in a text from what is really meant. | Somewhat effectively analyze a point of view by distinguishing with partial accuracy what is directly stated in a text from what is really meant. | Ineffectively analyze a point of view by inaccurately distinguishing what is directly stated in a text from what is really meant. |
| **Command of Evidence and Reasoning**  **The extent to which the speaker demonstrates preparation for the discussion by explicitly drawing on evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.**  **CCSS.ELA-Literacy.SL.11-12.1**  Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics*, *texts*, *and issues*, building on others’ ideas and expressing their own clearly and persuasively.  **CCSS.ELA-Literacy.SL.11-12.1.a**  Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.  **The extent to which the speaker propels conversations by posing and responding to questions that probe reasoning and evidence; ensures a hearing for a full range of positions on a topic or issue; clarifies, verifies, or challenges ideas and conclusions; and promotes divergent and creative perspectives.**  **CCSS.ELA-Literacy.SL.11-12.1.c**  Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. | Demonstrate thorough preparation for the discussion by explicitly drawing on precise and sufficient evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (SL.11-12.1.a)  Skillfully propel conversations by consistently posing and responding to questions that probe reasoning and evidence; actively ensure a hearing for a full range of positions on a topic or issue; consistently clarify, verify, or challenge ideas and conclusions; and actively promote divergent and creative perspectives. (SL.11-12.1.c) | Demonstrate preparation for the discussion by explicitly drawing on relevant and sufficient evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (SL.11-12.1.a)  Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (SL.11-12.1.c) | Demonstrate partial preparation for the discussion by inconsistently drawing on relevant or sufficient evidence from texts and other research on the topic or issue, occasionally stimulating a thoughtful, well-reasoned exchange of ideas. (SL.11-12.1.a)  Somewhat effectively propel conversations by inconsistently posing and responding to questions that probe reasoning and evidence; occasionally ensure a hearing for a full range of positions on a topic or issue; inconsistently clarify, verify, or challenge ideas and conclusions; and occasionally promote divergent and creative perspectives. (SL.11-12.1.c) | Demonstrate a lack of preparation for the discussion by rarely drawing on relevant or sufficient evidence from texts or other research on the topic or issue, rarely stimulating a thoughtful or well-reasoned exchange of ideas. (SL.11-12.1.a)  Ineffectively propel conversations by rarely posing or responding to questions that probe reasoning and evidence; rarely ensure a hearing for a full range of positions on a topic or issue; rarely clarify, verify, or challenge ideas and conclusions; and prevent divergent and creative perspectives. (SL.11-12.1.c) |

* 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.

11.4.1 End-of-Unit Text Analysis Checklist

**Assessed Standards:**

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| --- | --- | --- |
|  | **Does my response…** | **✔** |
| **Content and Analysis** | Distinguish what is directly stated in a text from what is really meant? **(RL.11-12.6)** | □ |
| Determine and analyze an author’s point of view in a text? **(RL.11-12.6)** | □ |
| **Command of Evidence and Reasoning** | Explicitly draw on evidence from texts and other research on the topic or issue? **(SL.11-12.1.a)** | □ |
| Pose and respond to questions that probe reasoning and evidence? **(SL.11-12.1.c)** | □ |
| Ensure a hearing for a full range of positions on a topic or issue? **(SL.11-12.c)** | □ |
| Clarify, verify, or challenge ideas and conclusions? **(SL.11-12.1.c)** | □ |
| Promote divergent and creative perspectives? **(SL.11-12.1.c)** | □ |