11.4.2 Mid-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 determines two or more central ideas of a text and analyzes their development over the course of the text, including how they interact and build on one another; and provides an objective summary of a text. CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or 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 produce a complex account; provide an objective summary of the text.	Precisely determine two or more central ideas of a text and skillfully analyze their development by providing precise and sufficient examples of how the central ideas interact and build on one another; (when necessary) provide a concise and accurate objective summary of a text.	Accurately determine two or more central ideas of a text and accurately analyze their development by providing relevant and sufficient examples of how the central ideas interact and build on one another; (when necessary) provide an accurate objective summary of a text.	Determine two central ideas of a text and with partial accuracy, analyze their development by providing relevant but insufficient examples of how the central ideas interact and build on one another; (when necessary) provide a partially accurate and somewhat objective summary of a text.	Fail to determine at least two central ideas of a text or inaccurately determine the central ideas of a text. Provide no examples or irrelevant and insufficient examples of how the central ideas interact and build on one another; (when necessary) provide a lengthy, inaccurate, or subjective summary of a text.

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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 analyzes the impact of the author's choices regarding how to develop and relate elements of a story.	Skillfully analyze the impact of the author's choices regarding how to develop and relate elements of a story.	Accurately analyze the impact of the author's choices regarding how to develop and relate elements of a story.	With partial accuracy, analyze the impact of the author's choices regarding how to develop and relate elements of a story.	Inaccurately analyze the impact of the author's choices regarding how to develop and relate elements of a story.
CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).				

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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:
Command of Evidence and Reasoning The extent to which the response thoroughly develops the topic through the effective selection and analysis of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	Thoroughly and skillfully develop the analysis with the most significant and relevant 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)	Develop the analysis with significant and relevant 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)	Partially develop the analysis with weak facts, extended definitions, details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.11-12.2.b)	Minimally develop the analysis, providing few or irrelevant facts, extended definitions, details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.11-12.2.b)
CCSS.ELA-Literacy.W.11-12.2 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.				
CCSS.ELA-Literacy.W. 11-12.2.b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.				

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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: Coherence, Organization, and Skillfully introduce a topic; Introduce a topic; organize Ineffectively introduce a topic; Lack a clear a topic; illogically effectively organize complex complex ideas, concepts, and organize complex ideas, arrange ideas, concepts, and ideas, concepts, and information concepts, and information so that information, failing to create a information so that each new The extent to which the so that each new element clearly element builds on that which each new element partially builds unified whole; when useful to response introduces a topic builds on that which precedes it precedes it to create a unified on that which precedes it to aiding comprehension, and organizes complex ideas, to create a unified whole; when whole; when useful to aiding create a loosely unified whole; ineffectively include formatting, concepts, and information so useful to aiding comprehension, comprehension, include when useful to aiding graphics, and multimedia. (W. that each new element builds skillfully include formatting, formatting, graphics, and comprehension, somewhat 11-12.2.a) on that which precedes it to graphics, and multimedia. (W. multimedia. (W.11-12.2.a) effectively include formatting, create a unified whole; when Ineffectively use transitions and 11-12.2.a) graphics, and multimedia. (W. useful to aiding Effectively use appropriate and syntax to link the major sections 11-12.2.a) comprehension, includes Skillfully use appropriate and varied transitions and syntax to of the text, creating incoherent formatting, graphics, and varied transitions and syntax to link the major sections of the Somewhat effectively use or unclear relationships among multimedia. link the major sections of the text, create cohesion, and clarify transitions or use unvaried complex ideas and concepts. (W. text, create cohesion, and clarify the relationships among complex transitions and syntax to link the 11-12.2.c) CCSS.ELA-Literacy.W.11-12.2 the relationships among complex ideas and concepts. (W.11-12.2.c) major sections of the text, Write informative/explanatory Rarely or inaccurately use precise ideas and concepts. (W.11-12.2.c) creating limited cohesion or texts to examine and convey Use precise language, domainlanguage, domain-specific clarity in the relationships among complex ideas, concepts, and Skillfully use precise language, specific vocabulary, and vocabulary, or any techniques complex ideas and concepts. (W. information clearly and domain-specific vocabulary, and techniques such as metaphor, such as metaphor, simile, and 11-12.2.c) accurately through the techniques such as metaphor, simile, and analogy to manage analogy to manage the effective selection, the complexity of the topic. (W. simile, and analogy to manage Inconsistently use precise complexity of the topic. (W. organization, and analysis of the complexity of the topic. (W. 11-12.2.d) 11-12.2.d) language, domain-specific content. 11-12.2.d) vocabulary, and techniques such Establish a formal style and Lack a formal style and objective as metaphor, simile, and analogy CCSS.ELA-Literacy.W. Skillfully establish and maintain a objective tone that is appropriate tone that adheres to the norms to manage the complexity of the 11-12.2.a formal style and objective tone for the norms and conventions of and conventions of the discipline. topic. (W.11-12.2.d) Introduce a topic; organize that is appropriate for the norms the discipline. (W.11-12.2.e) (W.11-12.2.e) complex ideas, concepts, and and conventions of the discipline. Establish but fail to maintain a Provide a concluding statement or Provide a concluding statement or information so that each new (W.11-12.2.e) formal style and objective tone section that follows from and section that does not follow from element builds on that which that is appropriate for the norms Provide a concluding statement or supports the information or or support the information or precedes it to create a unified and conventions of the discipline. section that clearly follows from explanation presented. (W. explanation presented. (W. whole; include formatting (W.11-12.2.e) and skillfully supports the 11-12.2.f) 11-12.2.f) (e.g., headings), graphics information or explanation Provide a concluding statement or (e.g., figures, tables), and presented. (W.11-12.2.f) section that loosely follows from multimedia when useful to and so ineffectively supports the aiding comprehension. information or explanation

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- 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.

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11.4.2 Mid-Unit Text Analysis Checklist

Assessed Standards: _____

	Does my response	✓
Content and Analysis	Identify two or more central ideas from the text and analyze their development? (RL.11-12.2)	
	Provide examples to support analysis of how the central ideas interact and build on one another? (RL. 11-12.2)	
	If necessary, include a brief summary of the text to frame the development of the central ideas? (RL. 11-12.2)	
	Analyze the impact of the author's choices regarding how to develop and relate the elements of a story or drama? (RL.11-12.3)	
Command of Evidence and Reasoning	Develop the response with the most significant and relevant textual evidence? (W.11-12.2.b)	
Coherence, Organization, and	Introduce a topic? (W.11-12.2.a)	
Style	Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole? (W.11-12.2.a)	
	When useful to aiding comprehension, include formatting, graphics, and multimedia? (W.11-12.2.a)	

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Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts? (W.11-12.2.c)	
Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic? (W.11-12.2.d)	
Establish a formal style and objective tone that is appropriate for the norms and conventions of the discipline? (W.11-12.2.e)	
Provide a concluding statement or section that follows from and supports the explanation or analysis? (W. 11-12.2.f)	

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