11.4.2 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 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. |
| **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.**  **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). | 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. |
| **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) |
| **Collaboration and Presentation**  **The extent to which the speaker addresses diverse perspectives; synthesizes comments, claims, and evidence made on all sides of an issue; resolves contradictions when possible; and determines what additional information or research is required to deepen the investigation or complete the task.**  **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.d**  Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. | Skillfully address diverse perspectives; skillfully synthesize comments, claims, and evidence made on all sides of an issue; frequently resolve contradictions when possible; and precisely determine what additional information or research is required to deepen the investigation or complete the task. (SL.11-12.1.d) | Effectively address diverse perspectives; accurately synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and accurately determine what additional information or research is required to deepen the investigation or complete the task. (SL.11-12.1.d) | Somewhat effectively address diverse perspectives; with partial accuracy, synthesize comments, claims, and evidence made on all sides of an issue; occasionally resolve contradictions when possible; and determine with partial accuracy what additional information or research is required to deepen the investigation or complete the task. (SL.11-12.1.d) | Ineffectively address diverse perspectives; inaccurately synthesize comments, claims, and evidence made on all sides of an issue; rarely resolve contradictions when possible; and inaccurately determine what additional information or research is required to deepen the investigation or complete the task. (SL.11-12.1.d) |

* 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.

11.4.2 End-of-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** | 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)** | □ |
| **Collaboration and Presentation** | Respond to diverse perspectives? **(SL.11-12.1.d)** | □ |
| Synthesize comments, claims, and evidence made on all sides of an issue? **(SL.11-12.1.d)** | □ |
| Resolve contradictions when possible? **(SL.11-12.1.d)** | □ |
| Determine what additional information or research is required to deepen the investigation or complete the task? **(SL.11-12.1.d)** | □ |