End-of-Unit Text Analysis Rubric

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	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
d Analysis to which the etermines two or al ideas of a text es in detail their t over the course , including how they d build on one nd provides an ummary of a text. iteracy.RI.11-12.2 two or more central ext and analyze their t over the course of cluding how they d build on one rovide a complex ovide an objective 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 centr ideas of a text. Provide no examples or irrelevant and insufficient examples of how the central ideas interact and build o one another; (when necessary) provide a lengthy, inaccurate, or subjective summary of a text.

	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
d Analysis **to which the analyzes a complex s or sequence of explains how ividuals, ideas, or ract and develop.** **iteracy.RI.11-12.3** omplex set of ideas e of events and y specific individuals, ents interact and r the course of the	Skillfully analyze a complex set of ideas or sequence of events and thoroughly explain how specific individuals, ideas, or events interact and develop.	Accurately analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop.	With partial accuracy, analyze a complex set of ideas or sequence of events and partially explain how specific individuals, ideas, or events interact and develop.	Inaccurately analyze a complex s of ideas or sequence of events an minimally explain how specific individuals, ideas, or events interact and develop.

	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
of Evidence and to which the oroughly develops rough the effective nd analysis of the icant and relevant nded definitions, etails, quotations, formation and appropriate to the knowledge of the iteracy.W.11-12.2 native/explanatory mine and convey eas, concepts, and clearly and hrough the effective rganization, and content. iteracy.W.11-12.2.b topic thoroughly by e most significant t facts, extended concrete details, or other information es appropriate to e's knowledge of the	Thoroughly and skillfully develop the topic 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 topic 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 topic 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 topic, providing few or irrelevant facts, extended definitions, details, quotations, or other information and examples appropriate to the audience's knowledge of the topi (W.11-12.2.b)

	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
, Organization, and to which the ntroduces a topic zes complex ideas, and information so ew element builds ch precedes it to ified whole; when ding sion, includes graphics, and . iteracy.W.11-12.2 native/explanatory mine and convey eas, concepts, and clearly and through the effective rganization, and content. iteracy.W.11-12.2.a topic; organize eas, concepts, and so that each new ilds on that which to create a unified ude formatting (e.g., graphics (e.g., les), and multimedia to aiding sion. to which the ses appropriate and	Skillfully introduce a topic; effectively organize complex ideas, concepts, and information so that each new element clearly builds on that which precedes it to create a unified whole; when useful to aiding comprehension, skillfully include formatting, graphics, and multimedia. (W.11-12.2.a) Skillfully 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) Skillfully 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) Skillfully establish and maintain 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 clearly follows from and skillfully supports the information or explanation presented. (W.11-12.2.f)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; when useful to aiding comprehension, include formatting, graphics, and multimedia. (W.11-12.2.a) Effectively 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 information or explanation presented. (W.11-12.2.f)	Ineffectively introduce a topic; organize complex ideas, concepts, and information so that each new element partially builds on that which precedes it to create a loosely unified whole; when useful to aiding comprehension, somewhat effectively include formatting, graphics, and multimedia. (W.11-12.2.a) Somewhat effectively use transitions or use unvaried transitions and syntax to link the major sections of the text, creating limited cohesion or clarity in the relationships among complex ideas and concepts. (W.11-12.2.c) Inconsistently 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 but fail to maintain 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 loosely follows from and so ineffectively supports the information or explanation presented. (W.11-12.2.f)	Lack a clear topic; illogically arrange ideas, concepts, and information, failing to create a unified whole; when useful to aiding comprehension, ineffectively include formatting, graphics, and multimedia. (W.11-12.2.a) Ineffectively use transitions and syntax to link the major sections the text, creating incoherent or unclear relationships among complex ideas and concepts. (W.11-12.2.c) Rarely or inaccurately use precise language, domain-specific vocabulary, or any techniques su as metaphor, simile, and analogy manage the complexity of the topic. (W.11-12.2.d) Lack a formal style and objective tone that adheres to the norms a conventions of the discipline. (W. 11-12.2.e) Provide a concluding statement o section that does not follow from or support the information or explanation presented. (W. 11-12.2.f)

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	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
Conventions to which the observes n conventions. iteracy.L.11-12.2 e command of the s of standard English on, punctuation, and en writing. iteracy.L.11-12.2.a phenation s.	Observe hyphenation conventions with no errors. (L.11-12.2.a)	Often observe hyphenation conventions with occasional errors that do not hinder comprehension. (L.11-12.2.a)	Occasionally observe hyphenation conventions with several errors that hinder comprehension. (L.11-12.2.a)	Rarely observe hyphenation conventions with frequent errors that make comprehension difficu (L.11-12.2.a)
Conventions to which the spelled correctly. iteracy.L.11-12.2 e command of the s of standard English on, punctuation, and en writing. iteracy.L.11-12.2.b tly.	Spell correctly with no errors. (L.11-12.2.b)	Often spell correctly with occasional errors that do not hinder comprehension. (L.11-12.2.b)	Occasionally spell correctly with several errors that hinder comprehension. (L.11-12.2.b)	Rarely spell correctly with freque errors that make comprehension difficult. (L.11-12.2.b)

	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
Conventions to which the emonstrates of the conventions English grammar, talization, n, and spelling. iteracy.L.11-12.1 iteracy.L.11-12.2 e command of the s of standard English sage, capitalization, , and spelling when peaking.	Demonstrate skillful command of conventions with no grammar, usage, capitalization, punctuation, or spelling errors.	Demonstrate command of conventions with occasional grammar, usage, capitalization, punctuation, or spelling errors that do not hinder comprehension.	Demonstrate partial command of conventions with several grammar, usage, capitalization, punctuation, or spelling errors that hinder comprehension.	Demonstrate insufficient comman of conventions with frequent grammar, usage, capitalization, punctuation, or spelling errors th make comprehension difficult.

nse that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
nse that is totally copied from the text with no original writing must be given a 0.
nse that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.

.2.1 End-of-Unit Text Analysis Checklist

essed Standards: _____

	Does my response…	✔
ontent and Analysis	Identify two or more central ideas from the text and analyze their development? **(RI.11-12.2)**	☐
	Provide examples to support analysis of how the central ideas interact and build on one another? **(RI.11-12.2)**	☐
	If necessary, include a brief summary of the text to frame the development of the central ideas? **(RI.11-12.2)**	☐
	Analyze a complex set of ideas or sequence of events? **(RI.11-12.3)**	☐
	Explain how specific individuals, ideas, or events interact and develop? **(RI.11-12.3)**	☐
ommand of Evidence nd Reasoning	Develop the topic with the most significant and relevant textual evidence? **(W.11-12.2.b)**	☐
oherence, rganization, and tyle	Introduce a topic? **(W.11-12.2.a)**	☐

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)**	☐
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)**	☐
ontrol of Conventions Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling? **(L.11-12.1, L.11-12.2)**	☐
Demonstrate command of hyphenation conventions? **(L.11-12.2.a)**	☐
Demonstrate accurate spelling? **(L.11-12.2.b)**	☐

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