NYS Common Core ELA & Literacy Curriculum

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.2.2 Part 2 End-of-Unit Text Analysis Rubric

nts)

eria	4 - Responses at this Level:	3 - Responses at this Level:	2 - Responses at this Level:	1 - Responses at this Level:
tent and Analysis extent to which the onse analyzes the impact he author's choices arding how to develop and te 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 impac of the author's choices regardi how to develop and relate elements of a story.
S.ELA-Literacy.RL.11-12.3				
lyze the impact of the or's choices regarding how evelop and relate nents of a story or drama ., where a story is set, how action is ordered, how the racters are introduced and eloped).				

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NYS Common Core ELA & Literacy Curriculum D R A F T

Grade	12	•	Module	2	•	Unit 2	•	Les
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eria	4 - Responses at this Level:	3 - Responses at this Level:	2 - Responses at this Level:	1 - Responses at this Level:
amand of Evidence and soning extent to which the ponse thoroughly develops topic through the ctive selection and lysis of the most ificant and relevant facts, ended definitions, crete details, quotations, ther information and mples appropriate to the ience's knowledge of the c. S.ELA-Literacy.W.11-12.2	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 fac extended definitions, details, quotations, or other informati and examples appropriate to t audience's knowledge of the topic. (W.11-12.2.b)
e informative/explanatory s to examine and convey plex ideas, concepts, and rmation clearly and irately through the ctive selection, inization, and analysis of cent.				
S.ELA-Literacy.W. 12.2.b				
elop the topic thoroughly electing the most ficant and relevant facts, ended definitions, concrete ills, quotations, or other rmation and examples ropriate to the audience's vledge of the topic.				

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3 - Responses at this Level:	2 - Responses at this Level:	1 - Responses at this Level:
Introduce a topic; organize complex ideas, concepts, and information so that each new	Ineffectively introduce a topic; organize complex ideas, concepts, and information so that	Lack a clear topic; illogically arrange ideas, concepts, and information, failing to create a

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erence, Organization, and e extent to which the ponse introduces a topic organizes complex ideas, cepts, and information so t each new element builds hat which precedes it to ate a unified whole; when ful to aiding prehension, includes natting, graphics, and timedia. S.ELA-Literacy.W.11-12.2 te informative/explanatory s to examine and convey plex ideas, concepts, and mation clearly and arately through the ctive selection, mization, and analysis of tent. S.ELA-Literacy.W. 12.2.a oduce a topic; organize plex ideas, concepts, and rmation so that each new nent builds on that which cedes it to create a unified le; include formatting ,, headings), graphics ,, figures, tables), and timedia when useful to ng comprehension.	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 or use unvaried transitions 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	Lack a clear topic; illogically arrange ideas, concepts, and information, failing to create a unified whole; when useful to aiding comprehension, ineffectively include formattin graphics, and multimedia. (W. 11-12.2.a) Ineffectively use transitions an syntax to link the major sectio of the text, creating incoherer or unclear relationships among complex ideas and concepts. (11-12.2.c) Rarely or inaccurately use pred language, domain-specific vocabulary, or any techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (W. 11-12.2.d) Lack a formal style and object tone that adheres to the norm and conventions of the discipli (W.11-12.2.e) Provide a concluding statemen section that does not follow fro or support the information or explanation presented. (W. 11-12.2.f)

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4 - Responses at this Level:

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eria	4 - Responses at this Level:	3 - Responses at this Level:	2 - Responses at this Level:	1 - Responses at this Level:
trol of Conventions	Observe hyphenation conventions	Often observe hyphenation	Occasionally observe hyphenation	Rarely observe hyphenation
extent to which the onse observes henation conventions.	with no errors. (L.11-12.2.a)	conventions with occasional errors that do not hinder comprehension. (L.11-12.2.a)	conventions with several errors that hinder comprehension. (L. 11-12.2.a)	conventions with frequent err that make comprehension difficult. (L.1112.2.a)
S.ELA-Literacy.L.11-12.2				
nonstrate command of the ventions of standard ish capitalization, ctuation, and spelling n writing.				
S.ELA-Literacy.L. 12.2.a				
erve hyphenation ventions.				
trol of Conventions	Spell correctly with no errors. (L.	Often spell correctly with	Occasionally spell correctly with	Rarely spell correctly with
extent to which the onse is spelled correctly.	1112.2.b)	occasional errors that do not hinder comprehension. (L. 11-12.2.b)	several errors that hinder comprehension. (L.11-12.2.b)	frequent errors that make comprehension difficult. (L. 11-12.2.b)
S.ELA-Literacy.L.11-12.2				
nonstrate command of the ventions of standard ish capitalization, ctuation, and spelling n writing.				
S.ELA-Literacy.L. 12.2.b				
ll correctly.				

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4 - Responses at this Level: 3 - Responses at this Level: 2 - Responses at this Level: 1 - Responses at this Level: eria trol of Conventions Demonstrate skillful command of Demonstrate command of Demonstrate partial command of Demonstrate insufficient conventions with no grammar, conventions with occasional conventions with several command of conventions with extent to which the grammar, usage, capitalization, usage, capitalization, grammar, usage, capitalization, frequent grammar, usage, onse demonstrates punctuation, or spelling errors. punctuation, or spelling errors punctuation, or spelling errors capitalization, punctuation, or mand of the conventions that do not hinder that hinder comprehension. spelling errors that make tandard English grammar, comprehension. comprehension difficult. ge, capitalization, ctuation, and spelling. S.ELA-Literacy.L.11-12.1 S.ELA-Literacy.L.11-12.2 nonstrate command of the ventions of standard lish grammar, usage, italization, punctuation, spelling when writing or aking.

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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.2.2 Part 2 End-of-Unit Text Analysis Checklist

essed Standards: _____

	Does my response	✓
ontent and Analysis	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)	
ommand of Evidence nd Reasoning	Develop the topic with the most significant and relevant textual evidence? (W.11-12.2.b)	
oherence, rganization, and cyle	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.1112.2.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)	

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	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.1112.2.a)	
	Demonstrate accurate spelling? (L.11-12.2.b)	

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