2 Mid-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 Lev
d Analysis to which the etermines two or al ideas of a text and eir development over of the text, including nteract and build on r; and provides an ummary of a text. iteracy.RL.11-12.2 wo or more themes or s of a text and analyze opment over the course including how they d build on one another a complex account; objective summary of	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 central ideas of a text or inaccurately determine th ideas of a text. Provide n or irrelevant and insuffici examples of how the cent interact and build on one (when necessary) provide inaccurate, or subjective of a text.

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	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Lev
of Evidence and to which the horoughly develops hrough the effective nd analysis of the icant and relevant nded definitions, etails, quotations, or mation and examples e to the audience's of the topic. iteracy.W.11-12.2 native/explanatory mine and convey eas, concepts, and clearly and accurately effective selection, , and analysis of iteracy.W.11-12.2.b topic thoroughly by e most significant and ts, extended concrete details, or other information es appropriate to the 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 top providing few or irrelevan extended definitions, det quotations, or other infor examples appropriate to t audience's knowledge of t (W.11-12.2.b)

	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Lev
, Organization, and to which the troduces a topic and omplex ideas, nd information so ew element builds on precedes it to create hole; when useful to prehension, includes graphics, and . iteracy.W.11-12.2 native/explanatory mine and convey eas, concepts, and clearly and accurately effective selection, , and analysis of 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., figures, l multimedia when ding comprehension. to which the ses appropriate and sitions and syntax to jor sections of the	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; illogica ideas, concepts, and infor failing to create a unified when useful to aiding comprehension, ineffectiv formatting, graphics, and multimedia. (W.11-12.2.a Ineffectively use transitio syntax to link the major s the text, creating incoher unclear relationships amo ideas and concepts. (W.11 Rarely or inaccurately use language, domain-specific vocabulary, or any technic as metaphor, simile, and a manage the complexity of (W.11-12.2.d) Lack a formal style and ob tone that adheres to the conventions of the discipl 11-12.2.e) Provide a concluding state section that does not follo support the information o explanation presented. (W

	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Lev
Conventions to which the observes hyphenation s. 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 conventions.	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 hyphenatic conventions with frequent that make comprehension (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 errors that make compreh 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 Lev
Conventions to which the emonstrates command entions of standard mmar, usage, on, punctuation, and 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 of conventions with frequ grammar, usage, capitaliz punctuation, or spelling e make comprehension diffi

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.

.2.2 Mid-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? **(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)**	☐
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)**	☐