12.3.1 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 delineates and evaluates the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.**  **CCSS.ELA-Literacy.CCRA.R.8**  Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. | Skillfully delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. | Accurately delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. | With partial accuracy delineate and partially evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. | Inaccurately delineate or minimally evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. |
| **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.**  **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. | 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 topic. (W.11-12.2.b) |
| **Coherence, Organization, and Style**  **The extent to which the response introduces a topic and organizes 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, includes formatting, graphics, and multimedia.**  **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.a**  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; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  **The extent to which the response uses 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.**  **CCSS.ELA-Literacy.W.11-12.2.c**  Use appropriate and varied transitions and syntax to linkthe major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.  **The extent to which the response includes and uses precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.**  **CCSS.ELA-Literacy.W.11-12.2.d**  Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.  **The extent to which the response properly establishes and maintains a formal style and objective tone as well as adheres to the writing conventions of the discipline.**  **CCSS.ELA-Literacy.W.11-12.2.e**  Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  **The extent to which the response provides a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).**  **CCSS.ELA-Literacy.W.11-12.2.f**  Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). | 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 a 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 of 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 such as metaphor, simile, and analogy to manage the complexity of the topic. (W.11-12.2.d)  Lack a formal style and objective tone that adheres to the norms and conventions of the discipline. (W.11-12.2.e)  Provide a concluding statement or section that does not follow from or support the information or explanation presented. (W.11-12.2.f) |

* 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.

12.3.1 Mid-Unit Text Analysis Checklist

**Assessed Standards:**

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|  | **Does my response…** | **✔** |
| **Content and Analysis** | Delineate and evaluate the argument and specific claims in a text? **(CCRA.R.8)** | □ |
| Evaluate the validity of the reasoning as well as the relevance and sufficiency of the evidence? **(CCRA.R.8)** | □ |
| **Command of Evidence and Reasoning** | Develop the topic with the most significant and relevant textual evidence? **(W.11-12.2.b)** | □ |
| **Coherence, Organization, and Style** | 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 linkthe 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)** | □ |