_____ /____ (Total

12.3.1 Mid-Unit Text Analysis Rubric

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.	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.
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.				

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Criteria	4 - Responses at this Level:	3 - Responses at this Level:	2 - Responses at this Level:	1 - Responses at this Level:
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	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)
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.				

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Criteria 3 - Responses at this Level: 1 - Responses at this Level: 4 - Responses at this Level: 2 - Responses at this Level: Coherence, Organization, and Skillfully introduce a topic; Introduce a topic; organize Ineffectively introduce a topic; Lack a clear a topic; illogically effectively organize complex complex ideas, concepts, and organize complex ideas, arrange ideas, concepts, and information, failing to create a ideas, concepts, and information information so that each new concepts, and information so that The extent to which the so that each new element clearly element builds on that which each new element partially builds unified whole; when useful to response introduces a topic builds on that which precedes it precedes it to create a unified on that which precedes it to aiding comprehension, and organizes complex ideas, to create a unified whole; when whole; when useful to aiding create a loosely unified whole; ineffectively include formatting, concepts, and information so useful to aiding comprehension, comprehension, include when useful to aiding graphics, and multimedia. (W. that each new element builds skillfully include formatting, formatting, graphics, and comprehension, somewhat 11-12.2.a) on that which precedes it to graphics, and multimedia. (W. multimedia. (W.11-12.2.a) effectively include formatting, create a unified whole; when Ineffectively use transitions and 11-12.2.a) graphics, and multimedia. (W. useful to aiding Effectively use appropriate and syntax to link the major sections 11-12.2.a) comprehension, includes Skillfully use appropriate and varied transitions and syntax to of the text, creating incoherent formatting, graphics, and varied transitions and syntax to link the major sections of the Somewhat effectively use or unclear relationships among multimedia. link the major sections of the text, create cohesion, and clarify transitions or use unvaried complex ideas and concepts. (W. text, create cohesion, and clarify the relationships among complex transitions and syntax to link the 11-12.2.c) CCSS.ELA-Literacy.W.11-12.2 the relationships among complex ideas and concepts. (W.11-12.2.c) major sections of the text, Rarely or inaccurately use precise ideas and concepts. (W.11-12.2.c) creating limited cohesion or Write informative/explanatory Use precise language, domainlanguage, domain-specific clarity in the relationships among texts to examine and convey Skillfully use precise language, specific vocabulary, and vocabulary, or any techniques complex ideas and concepts. (W. complex ideas, concepts, and domain-specific vocabulary, and techniques such as metaphor, such as metaphor, simile, and 11-12.2.c) information clearly and techniques such as metaphor, simile, and analogy to manage analogy to manage the accurately through the simile, and analogy to manage the complexity of the topic. (W. Inconsistently use precise complexity of the topic. (W. effective selection, 11-12.2.d) the complexity of the topic. (W. 11-12.2.d) language, domain-specific organization, and analysis of 11-12.2.d) vocabulary, and techniques such content. Establish a formal style and Lack a formal style and objective as metaphor, simile, and analogy Skillfully establish and maintain a objective tone that is appropriate tone that adheres to the norms to manage the complexity of the CCSS.ELA-Literacy.W. for the norms and conventions of and conventions of the discipline. formal style and objective tone topic. (W.11-12.2.d) 11-12.2.a that is appropriate for the norms the discipline. (W.11-12.2.e) (W.11-12.2.e) and conventions of the discipline. Establish but fail to maintain a Introduce a topic; organize Provide a concluding statement or Provide a concluding statement or (W.11-12.2.e) formal style and objective tone complex ideas, concepts, and section that follows from and section that does not follow from that is appropriate for the norms information so that each new Provide a concluding statement or or support the information or supports the information or and conventions of the discipline. element builds on that which section that clearly follows from explanation presented. (W. explanation presented. (W. (W.11-12.2.e) precedes it to create a unified and skillfully supports the 11-12.2.f) 11-12.2.f) whole; include formatting information or explanation Provide a concluding statement or (e.g., headings), graphics presented. (W.11-12.2.f) section that loosely follows from (e.g., figures, tables), and and so ineffectively supports the multimedia when useful to information or explanation aiding comprehension. presented. (W.11-12.2.f)

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- 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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12.3.1 Mid-Unit Text Analysis Checklist

Assessed Standards:

	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 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)	

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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)	

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