

## 12.3.2 Rubric

\_\_\_\_ / \_\_\_\_ (Total points)

File: 12.3.2 Lesson 1 Date: 4/3/15 Classroom Use: Starting 4/2015

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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:
<p><b>Command of Evidence and Reasoning</b></p> <p>The extent to which the response develops claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p><b>CCSS.ELA-Literacy.W.11-12.1</b></p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.</p> <p><b>CCSS.ELA-Literacy.W.11-12.1.b</b></p> <p>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p>	<p>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that precisely anticipates the audience's knowledge level, concerns, values, and possible biases. (W.11-12.1.b)</p>	<p>Develop claim(s) and counterclaims fairly, supplying relevant evidence for each while pointing out the strengths and limitations of both in a manner that accurately anticipates the audience's knowledge level, concerns, values, and possible biases. (W.11-12.1.b)</p>	<p>Partially develop claim(s) and counterclaims, supplying weak evidence for each while pointing out the strengths and limitations of both in a manner that anticipates with partial accuracy the audience's knowledge level, concerns, values, and possible biases. (W.11-12.1.b)</p>	<p>Minimally develop claim(s) and counterclaims, supplying little evidence for each while pointing out the strengths and limitations of either in a manner that inaccurately anticipates the audience's knowledge level, concerns, values, and possible biases. (W.11-12.1.b)</p>

Criteria	4 - Responses at this Level:	3 - Responses at this Level:	2 - Responses at this Level:	1 - Responses at this Level:
<p><b>Command of Evidence and Reasoning</b></p> <p>The extent to which the response demonstrates the use of relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assessment of the strengths and limitations of each source in terms of the task, purpose, and audience; selective integration of information into the text to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b>CCSS.ELA-Literacy.W.11-12.8</b></p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p>Skillfully demonstrates the use of relevant information from multiple authoritative print and digital sources, using advanced searches effectively; thorough assessment of the strengths and limitations of each source in terms of the task, purpose, and audience; skillful and selective integration of information into the text to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and consistently following a standard format for citation.</p>	<p>Demonstrates the use of relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assessment of the strengths and limitations of each source in terms of the task, purpose, and audience; skillful and selective integration of information into the text to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p>Somewhat effectively demonstrates the use of relevant information from multiple authoritative print and digital sources, using advanced searches; partial assessment of the strengths and limitations of each source in terms of the task, purpose, and audience; somewhat effective integration of information into the text to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and inconsistently following a standard format for citation.</p>	<p>Ineffectively demonstrates the use of relevant information from multiple authoritative print and digital sources, using advanced searches effectively; insufficient assessment of the strengths and limitations of each source in terms of the task, purpose, and audience; ineffective integration of information into the text to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and rarely following a standard format for citation.</p>

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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:
<p><b>Coherence, Organization, and Style</b></p> <p>The extent to which the response introduces precise, knowledgeable claim(s), establishes the significance of the claim(s), distinguishes the claim(s) from alternate or opposing claims, and organizes claim(s), counterclaims, reasons, and evidence, establishing clear relationships among all components.</p> <p><b>CCSS.ELA-Literacy.W.11-12.1</b></p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.</p> <p><b>CCSS.ELA-Literacy.W.11-12.1.a</b></p> <p>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and</p>	<p>Skillfully introduce precise, knowledgeable claim(s), thoroughly establish the significance of the claim(s), precisely distinguish the claim(s) from alternate or opposing claims, and skillfully organize claim(s), counterclaims, reasons, and evidence, establishing clear and logical relationships among all components. (W.11-12.1.a)</p> <p>Skillfully and consistently use precise words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships among the components of the argument. (W.11-12.1.c)</p> <p>Skillfully establish and maintain a formal style and objective tone that is appropriate for the norms and conventions of the discipline. (W.11-12.1.d)</p> <p>Provide a concluding statement or section that clearly follows from and skillfully supports the argument presented. (W.11-12.1.e)</p>	<p>Introduce knowledgeable claim(s) appropriate to the topic, establish the significance of the claim(s), clearly distinguish the claim(s) from alternate or opposing claims, and organize claim(s), counterclaims, reasons, and evidence, establishing relationships among all components. (W.11-12.1.a)</p> <p>Consistently use appropriate words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships among the components of the argument. (W.11-12.1.c)</p> <p>Establish a formal style and objective tone that is appropriate for the norms and conventions of the discipline. (W.11-12.1.d)</p> <p>Provide a concluding statement or section that follows from and supports the argument presented. (W.11-12.1.e)</p>	<p>Introduce somewhat knowledgeable claim(s), partially establish the significance of the claim(s), imprecisely distinguish the claim(s) from alternate or opposing claims, and somewhat effectively organize claim(s), counterclaims, reasons, and evidence, establishing relationships among some components. (W.11-12.1.a)</p> <p>Inconsistently use appropriate words, phrases, and clauses as well as varied syntax to link the major sections of the text, creating limited cohesion or clarity in the relationships among the components of the argument. (W.11-12.1.c)</p> <p>Establish but fail to maintain a formal style and objective tone that is appropriate for the norms and conventions of the discipline. (W.11-12.1.d)</p> <p>Provide a concluding statement or section that loosely follows from and so ineffectively supports the argument presented. (W.11-12.1.e)</p>	<p>Lack knowledgeable claim(s) or introduce problematic claim(s), minimally establish the significance of the claim(s), insufficiently distinguish the claim(s) from alternate or opposing claims, and ineffectively organize claim(s), counterclaims, reasons, and evidence, such that relationships among components are unclear. (W.11-12.1.a)</p> <p>Use improper words, phrases, or clauses as well as unvaried syntax to link the major sections of the text, creating incoherent or unclear relationships among the components of the argument. (W.11-12.1.c)</p> <p>Lack a formal style or objective tone that adheres to the norms and conventions of the discipline. (W.11-12.1.d)</p> <p>Provide a concluding statement or section that does not follow from or support the argument presented. (W.11-12.1.e)</p>

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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:
<p><b>Coherence, Organization, and Style</b></p> <p>The extent to which the response develops and strengthens writing during the writing process, addressing what is most significant for the specific purpose and audience.</p> <p><b>CCSS.ELA-Literacy.W.11-12.5</b></p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	Thoroughly develop and strengthen writing during the writing process, skillfully addressing what is most significant for the specific purpose and audience.	Develop and strengthen writing during the writing process, addressing what is most significant for the specific purpose and audience.	Partially develop and strengthen writing during the writing process, somewhat effectively addressing what is most significant for the specific purpose and audience.	Insufficiently develop and strengthen writing during the writing process, ineffectively addressing what is most significant for the specific purpose and audience.

Criteria	4 - Responses at this Level:	3 - Responses at this Level:	2 - Responses at this Level:	1 - Responses at this Level:
<b>Control of Conventions</b> <b>The extent to which the response demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</b> <b>CCSS.ELA-Literacy.L.11-12.1</b> <b>CCSS.ELA-Literacy.L.11-12.2</b> Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing or speaking.	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 command of conventions with frequent grammar, usage, capitalization, punctuation, or spelling errors that make comprehension difficult.

Criteria	4 - Responses at this Level:	3 - Responses at this Level:	2 - Responses at this Level:	1 - Responses at this Level:
<b>Control of Conventions</b> <b>The extent to which the response applies knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b> <b>CCSS.ELA-Literacy.L.11-12.3</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	Skillfully apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	Somewhat effectively apply knowledge of language to understand how language functions in different contexts, to make somewhat effective choices for meaning or style, and to comprehend more fully when reading or listening.	Ineffectively apply knowledge of language, failing to understand how language functions in different contexts, making ineffective choices for meaning or style, and failing to comprehend more fully when reading or listening.

- 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.

## 12.3.2 Checklist

Assessed Standards: \_\_\_\_\_

	Does my response...	✓
<b>Command of Evidence and Reasoning</b>	Develop claim(s) and counterclaims by supplying the most relevant evidence for each? (W.11-12.1.b)	<input type="checkbox"/>
	Point out the strengths and limitations of both claim(s) and counterclaims? (W.11-12.1.b)	<input type="checkbox"/>
	Anticipate and address the audience's knowledge level, concerns, values, and possible biases? (W.11-12.1.b)	<input type="checkbox"/>
	Develop the topic with the most significant and relevant textual evidence? (W.11-12.2.b)	<input type="checkbox"/>
	Demonstrate the use of relevant information from multiple authoritative print and digital sources, using advanced searches effectively? (W.11-12.W.8)	<input type="checkbox"/>
	Assess the strengths and limitations of each source in terms of the task, purpose, and audience? (W.11-12.W.8)	<input type="checkbox"/>
<b>Coherence, Organization, and Style</b>	Introduce precise, knowledgeable claim(s) and establish the significance of the claim(s)? (W.11-12.1.a)	<input type="checkbox"/>
	Distinguish the claim(s) from alternate or opposing claims? (W.11-12.1.a)	<input type="checkbox"/>

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	Create an organization that logically sequences claim(s), counterclaims, reasons and evidence? (W.11-12.1.a)	<input type="checkbox"/>
	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text and create cohesion? (W.11-12.1.c)	<input type="checkbox"/>
	Use words, phrases, and clauses as well as varied syntax to clarify the relationships between claims(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims? (W.11-12.1.c)	<input type="checkbox"/>
	Establish a formal style and objective tone that is appropriate for the norms and conventions of the discipline? (W.11-12.1.d)	<input type="checkbox"/>
	Provide a concluding statement or section that follows from and supports the argument presented? (W.11-12.1.e)	<input type="checkbox"/>
	Develop and strengthen writing during the writing process, addressing what is most significant for the specific purpose and audience? (W.11-12.5)	<input type="checkbox"/>
<b>Control of Conventions</b>	Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling? (L.11-12.1, L.11-12.2)	<input type="checkbox"/>

	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening? (W. 11-12.L.3)	
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