



ENGLISH LANGUAGE ARTS – TEXTUAL ANALYSIS RUBRIC (GRADE 12)

SCORING DOMAIN	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT	P/A	ADVANCED
ARGUMENT <i>What is the evidence that the student can develop an argument?</i>	<ul style="list-style-type: none"> Argument is unclear or underdeveloped Makes unclear or irrelevant claims One claim dominates the argument and alternative or counter-claims are absent Draws superficial connections or conclusions 		<ul style="list-style-type: none"> Makes a somewhat clear, but general argument that reflects passive reading or thinking Makes relevant claims Briefly alludes to questions, counter-claims, or alternative interpretations when appropriate Draws general or broad connections or conclusions 		<ul style="list-style-type: none"> Makes a clear and well developed argument that demonstrates engaged reading and critical thinking Makes relevant claims that support the argument Acknowledges questions, counter-claims, or alternative interpretations when appropriate Makes specific connections and draws meaningful conclusions 		<ul style="list-style-type: none"> Makes a clear, well developed, and convincing argument that demonstrates engaged reading and original critical thinking Makes relevant and significant claims that support the argument Acknowledges and responds to questions, counter-claims, or alternative interpretations to sharpen the argument when appropriate Makes insightful connections, draws meaningful conclusions, and raises important implications
EVIDENCE <i>What is the evidence that the student can support the argument?</i>	<ul style="list-style-type: none"> Relies on one or two reasons, examples, or quotations relevant to argument Makes no reference to the author's point of view or purpose in a text 		<ul style="list-style-type: none"> Refers to limited textual evidence (reasons, examples, or quotations) relevant to argument Briefly notes the author's point of view or purpose in a text 		<ul style="list-style-type: none"> Refers to sufficient and detailed textual evidence (reasons, examples, and quotations) relevant to argument Determines the author's point of view or purpose in a text and its impact on overall meaning 		<ul style="list-style-type: none"> Refers to most important textual evidence (reasons, examples, quotations) relevant to argument Evaluates the author's point of view or purpose in a text and its impact on overall meaning and credibility of ideas
ANALYSIS <i>What is the evidence that the student can analyze evidence?</i>	<ul style="list-style-type: none"> Demonstrates minimal understanding of text(s) Summarizes but does not analyze or evaluate ideas or claims Makes no reference to author's choices to support central ideas or claims 		<ul style="list-style-type: none"> Demonstrates basic understanding of text(s) Summarizes and attempts to analyze the central ideas or claims Briefly refers to author's choices (e.g., language use, literary/rhetorical devices, organization) that support central ideas or claims 		<ul style="list-style-type: none"> Demonstrates comprehensive understanding of text(s), including both explicit and inferred meanings Analyzes the central ideas or sequence of events and their development over the course of the text(s) Analyzes how author's choices (e.g. language use, literary/rhetorical devices, organization) support central ideas or claims 		<ul style="list-style-type: none"> Demonstrates comprehensive and critical understanding of text(s) including both explicit and inferred meanings Analyzes and evaluates complex ideas or sequence of events and explains how individuals, ideas, or events interact and develop over the course of the text(s) Analyzes how author's choices (e.g., language use, literary/rhetorical devices, organization) support central ideas or claims and the effectiveness of the text



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ORGANIZATION <i>What is the evidence that the student can organize and structure ideas for effective communication?</i>	<ul style="list-style-type: none"> Argument is unclear or not evident throughout the text Ideas are disorganized, underdeveloped, or loosely sequenced No transitions are used 		<ul style="list-style-type: none"> Argument is evident but not consistently present throughout text Ideas are organized but not sufficiently developed or logically sequenced Transitions connect ideas with minor lapses 		<ul style="list-style-type: none"> Argument is presented clearly and consistently throughout text Ideas are developed and logically sequenced Transitions connect ideas 		<ul style="list-style-type: none"> Argument is presented clearly and consistently throughout text, and drives the organization of the text Ideas are fully developed and logically sequenced to present a coherent whole Transitions guide the reader through the development and reasoning of the claim
CONVENTIONS <i>What is the evidence that the student can use language skillfully to communicate ideas?</i>	<ul style="list-style-type: none"> Has limited control of syntax and vocabulary Has an accumulation of errors in grammar, usage, and mechanics that distracts or interferes with meaning When appropriate for the task, textual citation is missing or incorrect 		<ul style="list-style-type: none"> Has control of syntax and vocabulary Has some minor errors in grammar, usage, and mechanics that partially distract or interfere with meaning When appropriate for the task, cites textual evidence with some minor errors 		<ul style="list-style-type: none"> Demonstrates varied syntax and effective word choice; uses rhetorical techniques Is generally free of distracting errors in grammar, usage, and mechanics When appropriate for the task, cites textual evidence consistently and accurately 		<ul style="list-style-type: none"> Has an effective fluent style with varied syntax, precise word choice, and skillful use of rhetorical techniques Is free from errors in grammar, usage, and mechanics When appropriate for the task, cites textual evidence consistently and accurately
REFLECTION <i>What is the evidence that the student can deeply reflect on performance, growth as a learner and ability to apply this in the future?</i>	<ul style="list-style-type: none"> Know: Explains the topic of class when artifact was assigned Do: Explanation of process, decision-making and leadership skills is incomplete or unclear Reflect: States what was done well and what could be improved upon 		<ul style="list-style-type: none"> Know: Describes some context of class (learning goals, purpose of artifact or necessary skills) Do: Briefly explains process, decision-making and leadership skills used during the task Reflect: Explains how artifact impacted self as a learner 		<ul style="list-style-type: none"> Know: Clearly states general learning goals and purpose of artifact, including academic skills needed to be successful Do: Thoroughly explains process and decision-making, including Leadership Skills used during the task Reflect: Describes how artifact impacted self & own future, including growth as a writer 		<ul style="list-style-type: none"> Know: Explicitly ties context of class to content and skill goals as well as purpose of artifact Do: Explains process, decision-making and Leadership Skills with detail and through lens of thinking like expert in field Reflect: Describes and analyzes how artifact impacted self & own future, including growth as a writer