10.4.2 End-of-Unit Text Analysis Rubric   /16

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 analyzes a complex character clearly and accurately in order to respond to the task and support an analysis of the text. **CCSS.ELA-Literacy.RL.9-10.3** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Analyze a complex character over the course of the text by providing many specific details about the character's interactions with other characters and by providing several significant examples of how the character advances the plot or develops the theme.	Analyze a complex character over the course of the text by providing specific details about the character's interactions with other characters and by providing a significant example of how the character advances the plot or develops the theme.	Analyze a complex character but provide few specific details about the character's interactions with other characters and/or fail to explain how the character significantly advances the plot or develops the theme.	Fail to identify and/or analyze a complex character from the text. Provide no examples or irrelevant and insufficient examples of the central idea's emergence and refinement.
Command of Evidence and Reasoning The extent to which the response develops an argument using claims, evidence and reasoning. **CCSS.ELA-Literacy.W.9-10.1.a-c** Introduce and develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.	Develop a strong argument by supporting a central claim with several supporting claims based on multiple pieces of relevant evidence and valid reasoning.	Develop an argument by supporting a central claim with supporting claims based on relevant evidence and valid reasoning.	Present an argument by supporting a central claim with supporting claims based on weak evidence and/or invalid reasoning.	Fail to develop an argument because a central claim is not stated or because the argument has no supporting claims, evidence and/or reasoning.
Coherence, Organization, and Style The extent to which the response properly uses formal style and objective tone as well as adheres to the writing conventions of the discipline. **CCSS.ELA-Literacy.W.9-10.1. d-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. Provide a concluding statement or section that follows from and supports the argument presented.	Skillfully establish and maintain a formal style and objective tone appropriate to the norms and conventions of the discipline.	Establish a style and tone appropriate to the discipline; demonstrate inconsistent use of formality and objectivity.	Use inconsistent style and tone with some attention to formality and objectivity.	Lack a formal style, using language that is basic, imprecise, or contextually inappropriate.

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
Control of Conventions The extent to which the response demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling. **CCSS.ELA-Literacy.L.9-10.1.a-b** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CCSS.ELA-Literacy.L.9-10.2.a-c** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate control of conventions with essentially no errors, even with sophisticated language.	Demonstrate basic control of conventions with occasional errors that do not hinder comprehension.	Demonstrate partial control of conventions with some errors that hinder comprehension.	Demonstrate little control of conventions with frequent errors that make comprehension difficult.

- 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.

10.4.2 End-of-Unit Text Analysis Checklist

Assessed Standards: _____

	Does my writing…	✔
Content and Analysis	Introduce precise claims and distinguish the claims from alternate or opposing claims? **(W.9-10.1.a)**	☐
	Supply evidence to develop claims and counterclaims? **(W.9-10.1.b)**	☐
	Address the strengths and limitations of the claims and counterclaims? **(W.9-10.1.b)**	☐
Command of Evidence and Reasoning	Support claims by providing a range of relevant evidence? **(W.9-10.1)**	☐
	Use valid reasoning to demonstrate clear relationships between claims and evidence? **(W.9-10.1)**	☐
Coherence, Organization, and Style	Organize claims, counterclaims, evidence, and reasoning to establish clear relationships among all the components of the argument? **(W.9-10.1.a)**	☐
	Use words, phrases, and clauses effectively to create clear relationships among components of the argument? **(W.9-10.1.c)**	☐
	Establish and maintain a formal style, using precise language and sound structure? **(W.9-10.1.d)**	☐
	Provide a conclusion that supports the argument and offers a new way of thinking about the issue? **(W.9-10.1.e)**	☐
	Demonstrate accurate and effective use of general academic and domain-specific words and phrases acquired through the research process? **(L.9-10.6)**	☐
Control of Conventions	Demonstrate control of standard English grammar conventions, with infrequent errors? **(L.9-10.1, L.9-10.2)**	☐