

## 9.1.2 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:   |
|---|---|--|--|--|
| <b>Content and Analysis</b><br><b>The extent to which the response determines the contextual meanings of words and phrases, including figurative, connotative, and technical meanings; analyzes the cumulative impact of specific word choices on meaning and tone.</b><br><b>CCSS.ELA-Literacy.RI.9-10.4</b><br>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). | Precisely determine the contextual meanings of words and phrases, including figurative, connotative, and technical meanings; skillfully analyze the cumulative impact of specific word choices on meaning and tone.   | Accurately determine the contextual meanings of words and phrases, including figurative, connotative, and technical meanings; accurately analyze the cumulative impact of specific word choices on meaning and tone.   | With partial accuracy, determine the contextual meanings of words and phrases; with partial accuracy, analyze the cumulative impact of specific word choices on meaning and tone.  | Inaccurately determine the contextual meanings of words and phrases; inaccurately analyze the cumulative impact of specific word choices on meaning and tone.  |
| <b>Coherence, Organization, and Style</b><br><b>The extent to which the response introduces a topic, organizes complex ideas, concepts, and information to make important connections and distinctions; includes formatting, graphics, and multimedia when useful to aiding comprehension.</b><br><b>CCSS.ELA-Literacy.W.9-10.2</b><br>Write informative/explanatory  | Skillfully introduce a topic; effectively organize complex ideas, concepts, and information to make important connections and distinctions; skillfully include formatting, graphics, and multimedia when useful to aiding comprehension. (W.9-10.2.a)<br><br>Provide a concluding statement or section that clearly follows from and skillfully supports the information or explanation presented. (W.9-10.2.f) | Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension. (W.9-10.2.a)<br><br>Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.9-10.2.f) | Somewhat effectively introduce a topic; organize complex ideas, concepts, and information, making partial connections and limited distinctions; somewhat effectively include formatting, graphics, and multimedia when useful to aiding comprehension. (W.9-10.2.a)<br><br>Provide a concluding statement or section that loosely follows from and so ineffectively supports the information or explanation presented. | Lack a clear topic; illogically arrange ideas, concepts and information, failing to make connections and distinctions; ineffectively include formatting, graphics, and multimedia when useful to aiding comprehension. (W.9-10.2.a)<br><br>Provide a concluding statement or section that does not follow from or support the information or explanation presented. (W.9-10.2.f) |

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|--|--|--|--------------|--|
| <p>texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>CCSS.ELA-Literacy.W.9-10.2.a</b><br/>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p><b>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).</b></p> <p><b>CCSS.ELA-Literacy.W.9-10.2.f</b><br/>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).</p> |  |  | (W.9-10.2.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 completely copied from the text with no original writing must be given a 0.
- A response that is entirely unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.

## 9.1.2 Mid-Unit Text Analysis Checklist

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

|   | Does my writing...   | ✓                        |
|---|--|--------------------------|
| <b>Content and Analysis</b>               | Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings? <b>(RI.9-10.4)</b> | <input type="checkbox"/> |
|   | Analyze the cumulative impact of specific word choices on meaning and tone? <b>(RI.9-10.4)</b>   | <input type="checkbox"/> |
| <b>Coherence, Organization, and Style</b> | Introduce a topic? <b>(W.9-10.2.a)</b>   | <input type="checkbox"/> |
|   | Organize complex ideas, concepts, and information to make important connections and distinctions? <b>(W.9-10.2.a)</b>                                  | <input type="checkbox"/> |
|   | When useful to aiding comprehension, include formatting, graphics, and multimedia? <b>(W.9-10.2.a)</b>   | <input type="checkbox"/> |
|   | Provide a concluding statement or section that follows from and supports the explanation or analysis? <b>(W.9-10.2.f)</b>                              | <input type="checkbox"/> |