11.1.3 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:
Content and Analysis **The extent to which the response determines two or more central ideas of a text and analyzes in detail their development over the course of the text, including how they interact and build on one another; and provides an objective summary of a text.** **CCSS.ELA-Literacy.RI.11-12.2** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	Precisely determine two or more central ideas of a text and skillfully analyze their development by providing precise and sufficient examples of how the central ideas interact and build on one another; (when necessary) provide a concise and accurate objective summary of a text.	Accurately determine two or more central ideas of a text and accurately analyze their development by providing relevant and sufficient examples of how the central ideas interact and build on one another; (when necessary) provide an accurate objective summary of a text.	Determine two central ideas of a text and with partial accuracy, analyze their development by providing relevant but insufficient examples of how the central ideas interact and build on one another; (when necessary) provide a partially accurate and somewhat objective summary of a text.	Fail to determine at least two central ideas of a text or inaccurately determine the central ideas of a text. Provide no examples or irrelevant and insufficient examples of how the central ideas interact and build on one another; (when necessary) provide a lengthy, inaccurate, or subjective summary of a text.
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	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)

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
complex ideas, concepts, and information clearly and 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.				
Command of Evidence and Reasoning **The extent to which the response draws evidence from informational texts to support analysis, reflection, or research.** **CCSS.ELA-Literacy.W.11-12.9.b** Draw evidence from informational texts to support analysis, reflection, and research; apply *grades 11–12 Reading standards* to literary nonfiction.	Skillfully utilize textual evidence from informational texts to support analysis, reflection, or research.	Accurately utilize textual evidence from informational texts to support analysis, reflection, or research.	Somewhat effectively or with partial accuracy utilize textual evidence from informational texts to support analysis, reflection, or research.	Ineffectively or inaccurately utilize textual evidence from informational texts to support analysis, reflection, or research.
Coherence, Organization, and Style **The extent to which the response introduces a topic and organizes complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.**	Skillfully introduce a topic; effectively organize complex ideas, concepts, and information so that each new element clearly builds on that which precedes it to create a unified whole. (W.11-12.2.a) Skillfully use appropriate and varied transitions and syntax to link the major sections of the text, create	Introduce a topic; 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) Effectively use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships	Ineffectively introduce a topic; organize complex ideas, concepts, and information so that each new element partially builds on that which precedes it to create a loosely unified whole. (W.11-12.2.a) Somewhat effectively use transitions or use unvaried transitions and syntax to link the major sections of the text, creating limited cohesion or clarity in	Lack a clear a topic; illogically arrange ideas, concepts, and information, failing to create a unified whole. (W.11-12.2.a) Ineffectively use transitions and syntax to link the major sections of the text, creating incoherent or unclear relationships among complex ideas and concepts. (W.11-12.2.c)

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CCSS.ELA-Literacy.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. **CCSS.ELA-Literacy.W.11-12.2.a** Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. **The extent to which the response uses 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.** **CCSS.ELA-Literacy.W.11-12.2.c** 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. **The extent to which the response includes and uses precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy**	cohesion, and clarify the relationships among complex ideas and concepts. (W.11-12.2.c) Skillfully 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) Skillfully establish and maintain 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 clearly follows from and skillfully supports the information or explanation presented. (W.11-12.2.f)	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) 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 information or explanation presented. (W.11-12.2.f)	the relationships among complex ideas and concepts. (W.11-12.2.c) Inconsistently 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) Establish but fail to maintain a formal style and objective tone that is appropriate for the norms and conventions of the discipline. (W.11-12.2.e) Provide a concluding statement or section that loosely follows from and ineffectively supports the information or explanation presented. (W.11-12.2.f)	Rarely or inaccurately use precise language, domain-specific vocabulary, or any techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (W.11-12.2.d) Lack a formal style and objective tone that adheres to the norms and conventions of the discipline. (W.11-12.2.e) Provide a concluding statement or section that does not follow from or support the information or explanation presented. (W.11-12.2.f)

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to manage the complexity of the topic. **CCSS.ELA-Literacy.W.11-12.2.d** Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. **The extent to which the response properly establishes and maintains a formal style and objective tone as well as adheres to the writing conventions of the discipline.** **CCSS.ELA-Literacy.W.11-12.2.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. **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).** **CCSS.ELA-Literacy.W.11-12.2.f** 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).				

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 the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.** **CCSS.ELA-Literacy.L.11-12.1** **CCSS.ELA-Literacy.L.11-12.2** 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.

- 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.

11.1.3 Mid-Unit Text Analysis Checklist

Assessed Standards: _____

	Does my response…	✔
Content and Analysis	Identify two or more central ideas from the text and analyze their development? **(RI.11-12.2)**	☐
	Provide examples to support analysis of how the central ideas interact and build on one another? **(RI.11-12.2)**	☐
	If necessary, include a brief summary of the text to frame the development of the central ideas? **(RI.11-12.2)**	☐
Command of Evidence and Reasoning	Develop the topic with the most significant and relevant textual evidence? **(W.11-12.2.b)**	☐
	Use textual evidence to support analysis, reflection, or research? **(W.11-12.9.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)**	☐
	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)**	☐
Control of Conventions	Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling? **(L.11-12.1, L.11-12.2)**	☐