11.2.1 End-of-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 analyzes how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.** **CCSS.ELA-Literacy.CCRA.R.9** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Skillfully analyze how two or more texts address similar themes or topics.	Accurately analyze how two or more texts address similar themes or topics.	Inadequately or ineffectively analyze how two or more texts address similar themes or topics.	Inaccurately analyze how two or more texts address similar themes or topics.
Content and Analysis **The extent to which the response determines an author's point of view or purpose in a text in which the rhetoric is particularly effective and analyzes how style and content contribute to the power, persuasiveness, or beauty of the text.** **CCSS.ELA-Literacy.RI.11-12.6** Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	Precisely determine an author's point of view or purpose in a text in which the rhetoric is particularly effective; skillfully analyze how style and content contribute to the power, persuasiveness, or beauty of the text.	Accurately determine an author's point of view or purpose in a text in which the rhetoric is particularly effective; accurately analyze how style and content contribute to the power, persuasiveness, or beauty of the text.	Partially determine an author's point of view or purpose in a text in which the rhetoric is particularly effective; ineffectively analyze how style and content contribute to the power, persuasiveness, or beauty of the text.	Inaccurately determine an author's point of view or purpose in a text in which the rhetoric is particularly effective. Inaccurately analyze how style and content contribute to the power, persuasiveness, or beauty of the 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 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.	Thoroughly and skillfully develop the analysis 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 analysis 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 analysis 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 analysis, providing few or irrelevant facts, extended definitions, details, quotations, or other information and examples inappropriate to the audience's knowledge of the topic. (W.11-12.2.b)
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.** **CCSS.ELA-Literacy.W.11-12.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information	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 and consistently 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)	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) Consistently 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)	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) Inconsistently use transitions, or use unvaried transitions and syntax to link the major sections of the text, creating limited cohesion or clarity in the relationships among complex ideas and concepts. (W.11-12.2.c)	Lack a clear a topic; illogically arrange ideas, concepts, and information, failing to create a unified whole. (W.11-12.2.a) Use inappropriate and unvaried 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) Rarely or inaccurately use precise language, domain-specific vocabulary, or any techniques such as metaphor,

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 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.	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) Provide a concluding statement or section that clearly follows from and skillfully supports the information or explanation presented. (W.11-12.2.f)	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) Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.11-12.2.f)	Inconsistently or ineffectively 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) Provide a concluding statement or section that loosely follows from and ineffectively supports the information or explanation presented. (W.11-12.2.f)	simile, and analogy to manage the complexity of the topic. (W.11-12.2.d) Provide a concluding statement or section that does not follow from or support the information or explanation presented. (W.11-12.2.f)

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).			
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 0.

11.2.1 End-of-Unit Text Analysis Checklist

Assessed Standards: _____

	Does my response…	**✔**
Content and Analysis	Analyze how two or more texts address similar themes or topics? **(CCRA.R.9)**	☐
	Determine an author's point of view or purpose in a text? **(RI.11-12.6)**	☐
	Analyze how style and content contribute to the power, persuasiveness, or beauty of the text? **(RI.11-12.6)**	☐
Command of Evidence and Reasoning	Develop the response with the most significant and relevant textual evidence? **(W.11-12.2.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)**	☐
	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)**	☐
	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)**	☐