

NTN Knowledge and Thinking Rubric for ELA Argumentation/Explanation, Grade 10

The ability to reason, problem-solve, develop sound arguments or decisions, and create new ideas by using appropriate sources and applying the knowledge and skills of a discipline.



NewTech Network

	EMERGING	E/ D	DEVELOPING	D/ P	PROFICIENT	P/ A	ADVANCED College Ready
ARGUMENT/THESIS <i>What is the evidence that the student can communicate an argument/thesis?</i>	<ul style="list-style-type: none"> Argument/thesis is unclear, underdeveloped, or implied 		<ul style="list-style-type: none"> Argument/thesis is somewhat clear and reflects passive reading or thinking 		<ul style="list-style-type: none"> Argument/thesis is clear and demonstrates engaged reading or critical thinking 		<ul style="list-style-type: none"> Argument/thesis is clear and demonstrates engaged reading and critical thinking
CLAIMS/SUPPORTING IDEAS <i>What is the evidence that the student can develop claims that support the argument/thesis?</i>	<ul style="list-style-type: none"> Includes unclear or irrelevant claims/supporting ideas 		<ul style="list-style-type: none"> Includes claims/supporting ideas that are relevant to the argument/thesis 		<ul style="list-style-type: none"> Includes specific claims/ideas that support the argument/thesis 		<ul style="list-style-type: none"> Includes specific and significant claims/ideas that support the argument/thesis
COUNTER CLAIMS (OPTIONAL)* <i>What is the evidence that the student can address questions and counterclaims?</i>	<ul style="list-style-type: none"> Discussion of questions or counterclaims is absent or unclear 		<ul style="list-style-type: none"> Alludes to questions or counterclaims 		<ul style="list-style-type: none"> Responds to clearly stated questions or counterclaims 		<ul style="list-style-type: none"> Thoroughly develops and responds to clearly stated questions and/or counterclaims
EVIDENCE <i>What is the evidence that the student can support the argument/thesis?</i>	<ul style="list-style-type: none"> Evidence (e.g. information, quotes, and examples) is missing or not relevant Evidence, when used, is awkward or confusing 		<ul style="list-style-type: none"> Refers to limited, mostly relevant evidence (e.g. information, quotes, and examples) Evidence is unevenly integrated into the writing 		<ul style="list-style-type: none"> Refers to varied** evidence (e.g. information, quotes, and examples) that supports the argument/thesis Evidence is consistently integrated into the writing 		<ul style="list-style-type: none"> Refers to varied** evidence (e.g. information, quotes, and examples) that thoroughly supports the argument/thesis Evidence is smoothly integrated into the writing
ANALYSIS AND SYNTHESIS <i>What is the evidence that the student can analyze and synthesize ideas?</i>	<ul style="list-style-type: none"> Summarizes evidence without explaining connection to the argument/thesis Draws superficial connections or conclusions from the evidence Presents evidence without noting strengths, limitations, or discrepancies between sources (when appropriate) 		<ul style="list-style-type: none"> Summarizes and attempts to explain how evidence supports the argument/thesis Draws general or broad conclusions from the evidence Acknowledges strengths or limitations of evidence and/or discrepancies between sources (when appropriate) 		<ul style="list-style-type: none"> Explains how evidence supports the argument/thesis Makes connections and draws clear conclusions from the evidence Acknowledges and begins to explain the strengths and limitations of the evidence, noting discrepancies between sources (when appropriate) 		<ul style="list-style-type: none"> Clearly explains how evidence support the argument/thesis Makes specific connections and draws meaningful conclusions from the evidence Explains the strengths and limitations of evidence, addressing any discrepancies between sources (when appropriate)

*Counterclaims will not be required or appropriate for all kinds of writing (e.g. explanatory) and should be considered optional based on task requirements

**Varied evidence is drawn from multiple sources to illustrate multiple points of view and/or represent multiple types of evidence

