

## NTN Knowledge and Thinking Rubric for ELA Argumentation/Explanation, Grade 12

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

	EMERGING	E/ D	DEVELOPING	D/ P	PROFICIENT College Ready	P/ A	ADVANCED College Level
<b>ARGUMENT/THESIS</b> <i>What is the evidence that the student can communicate an argument/thesis?</i>	<ul style="list-style-type: none"> <li>Argument/thesis is <b>unclear</b> and/or reflects <b>erroneous</b> reading or thinking</li> </ul>		<ul style="list-style-type: none"> <li>Argument/thesis is <b>clear</b>, but <b>general</b> and reflects <b>passive</b> reading or thinking</li> </ul>		<ul style="list-style-type: none"> <li>Argument/thesis is clear and demonstrates <b>engaged</b> reading and <b>critical</b> thinking</li> </ul>		<ul style="list-style-type: none"> <li>Argument/thesis is clear and demonstrates engaged reading and <b>nuanced</b> critical thinking</li> </ul>
<b>CLAIMS/SUPPORTING IDEAS</b> <i>What is the evidence that the student can develop claims that support the argument/thesis?</i>	<ul style="list-style-type: none"> <li>Includes <b>general</b> or <b>irrelevant</b> claims/supporting ideas</li> </ul>		<ul style="list-style-type: none"> <li>Includes <b>specific</b> claims/supporting ideas <b>relevant</b> to the argument/thesis</li> </ul>		<ul style="list-style-type: none"> <li>Includes <b>significant</b> and specific claims/ideas that <b>support</b> the argument/thesis</li> </ul>		<ul style="list-style-type: none"> <li>Includes the <b>most</b> significant, specific, claims/ideas that <b>sharpen</b> the argument/thesis</li> </ul>
<b>COUNTERCLAIMS (OPTIONAL)*</b> <i>What is the evidence that the student can address questions and counterclaims?</i>	<ul style="list-style-type: none"> <li>Counterclaims or questions are <b>absent</b> or <b>simply mentioned</b></li> </ul>		<ul style="list-style-type: none"> <li><b>Discusses clearly stated</b> questions or counterclaims</li> </ul>		<ul style="list-style-type: none"> <li><b>Thoroughly develops</b> and <b>responds</b> to clearly stated questions or counterclaims</li> </ul>		<ul style="list-style-type: none"> <li><b>Fully addresses</b> and responds to clearly stated questions and/or counterclaims in a way that <b>sharpens</b> the argument</li> </ul>
<b>EVIDENCE</b> <i>What is the evidence that the student can support the argument/thesis?</i>	<ul style="list-style-type: none"> <li>Evidence (e.g. information, quotes, and examples) is <b>missing</b> or <b>irrelevant</b></li> <li>Evidence is used in an <b>awkward</b> or <b>confusing</b> way</li> </ul>		<ul style="list-style-type: none"> <li>Refers to <b>limited</b> evidence (e.g. information, quotes, and examples) that is <b>relevant</b> to the argument/thesis</li> <li>Evidence is <b>unevenly integrated</b> into the writing</li> </ul>		<ul style="list-style-type: none"> <li>Refers to <b>varied**</b> evidence (e.g. information, quotes, and examples) that <b>thoroughly supports</b> the argument/thesis</li> <li>Evidence is <b>smoothly</b> integrated into the writing</li> </ul>		<ul style="list-style-type: none"> <li>Refers to the <b>most significant</b> and varied** evidence (e.g. information, quotes, and examples) that <b>comprehensively</b> supports the argument/thesis</li> <li>Evidence is <b>strategically</b> integrated in a way that <b>enhances the analysis and development of ideas</b></li> </ul>
<b>ANALYSIS AND SYNTHESIS</b> <i>What is the evidence that the student can analyze and synthesize ideas?</i>	<ul style="list-style-type: none"> <li>Summarizes but <b>does not explain</b> how evidence supports the argument/thesis</li> <li>Draws <b>superficial</b> connections or conclusions from the evidence</li> <li><b>Presents</b> evidence <b>without noting</b> strengths, limitations, or discrepancies between sources (when appropriate)</li> </ul>		<ul style="list-style-type: none"> <li>Summarizes and <b>attempts to explain</b> how evidence supports the argument/thesis</li> <li>Draws <b>general</b> or <b>broad</b> connections or conclusions from the evidence</li> <li><b>Acknowledges</b> and <b>attempts to explain</b> strengths or limitations of evidence, and/or discrepancies between sources (when appropriate)</li> </ul>		<ul style="list-style-type: none"> <li><b>Clearly explains</b> how evidence supports the argument/thesis</li> <li>Makes <b>specific</b> connections and draws <b>meaningful</b> conclusions from the evidence</li> <li><b>Explains</b> the strengths and limitations of evidence, <b>addressing</b> any discrepancies between sources (when appropriate)</li> </ul>		<ul style="list-style-type: none"> <li>Explains how evidence supports the argument/thesis in a <b>nuanced</b> way</li> <li>Makes <b>insightful</b> connections, draws meaningful conclusions and <b>raises important implications</b> from the evidence</li> <li>Explains the strengths and limitations of evidence, addressing any discrepancies (when appropriate) and <b>analyzes how the strengths, limitations, and/or discrepancies affect the argument</b></li> </ul>

\*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