

NTN Knowledge and Thinking Rubric for ELA Textual Analysis, 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.



	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT 11 th Grade Ready	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 and may reflect passive reading or erroneous thinking 		<ul style="list-style-type: none"> Argument/Thesis is evident, but general and reflects passive reading or thinking 		<ul style="list-style-type: none"> Argument/Thesis is clear and demonstrates engaged reading and 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 determine claims/supporting ideas?</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
COUNTERCLAIMS (OPTIONAL)* <i>What is the evidence that the student can address counterclaims?</i>	<ul style="list-style-type: none"> Counterclaims are absent or unclear 		<ul style="list-style-type: none"> Mentions counterclaims 		<ul style="list-style-type: none"> Develops and responds to clearly stated counterclaims 		<ul style="list-style-type: none"> Thoroughly develops and responds to clearly stated counterclaims
EVIDENCE <i>What is the evidence that the student can support the argument/thesis?</i>	<ul style="list-style-type: none"> Evidence presented does not connect to argument/thesis Evidence is used in an awkward or confusing way 		<ul style="list-style-type: none"> Refers to limited textual evidence relevant to argument/thesis Evidence is unevenly integrated into the writing 		<ul style="list-style-type: none"> Refers to strong and thorough textual evidence relevant to argument/thesis Evidence is smoothly integrated into the writing with minor lapses 		<ul style="list-style-type: none"> Refers to strong and thorough textual evidence that is most relevant to argument/thesis Evidence is smoothly integrated into the writing
ANALYSIS OF IDEAS <i>What is the evidence that the student can analyze and interpret ideas in the text?</i>	<ul style="list-style-type: none"> Demonstrates minimal understanding of text(s) Summarizes but does not analyze or evaluate ideas or themes 		<ul style="list-style-type: none"> Demonstrates a basic understanding of text(s) Analyzes a central idea or theme and its development over the course of the text 		<ul style="list-style-type: none"> Demonstrates understanding of text(s), including both explicit and inferred meanings Analyzes in detail a central idea or theme and its development over the course of the text(s) 		<ul style="list-style-type: none"> Demonstrates comprehensive understanding of text(s), including both explicit and inferred meanings Analyzes central ideas or themes and their development and interaction over the course of the text(s)
ANALYSIS OF AUTHOR'S CRAFT* <i>What is the evidence that the student can analyze author's choices and purpose?</i>	<ul style="list-style-type: none"> Makes no reference to the author's point of view or purpose in a text Makes no reference to author's choices 		<ul style="list-style-type: none"> Briefly notes the author's point of view or purpose in a text Briefly refers to author's choices 		<ul style="list-style-type: none"> Determines the author's point of view or purpose in a text Describes how author's choices create a particular effect 		<ul style="list-style-type: none"> Determines the author's point of view or purpose in a text and its impact on overall meaning Describes how author's choices create a particular effect and support the central idea or theme

*Not all textual analyses will require the addressing of counterclaims (e.g. explanatory writing) or analysis of author's craft

