

NTN Knowledge and Thinking Rubric for ELA Textual Analysis, 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
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 critical thinking 		<ul style="list-style-type: none"> Argument/Thesis is clear and demonstrates engaged reading and nuanced 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 specific claims/supporting ideas that are relevant to the argument/thesis 		<ul style="list-style-type: none"> Includes significant and specific claims/ideas that support the argument/thesis 		<ul style="list-style-type: none"> Includes the most significant, specific claims/ideas that sharpen the argument/thesis
COUNTERCLAIMS (OPTIONAL)* <i>What is the evidence that the student can address counterclaims?</i>	<ul style="list-style-type: none"> Counterclaims or questions are absent, unclear, and/or simply mentioned 		<ul style="list-style-type: none"> Discusses clearly stated questions or counterclaims 		<ul style="list-style-type: none"> Thoroughly develops and responds to clearly stated questions or counterclaims 		<ul style="list-style-type: none"> Addresses and responds to clearly stated questions or counterclaims in a way that sharpens the argument
EVIDENCE <i>What is the evidence that the student can support the argument/thesis?</i>	<ul style="list-style-type: none"> Refers to minimal textual evidence relevant 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 most relevant to argument/thesis Evidence is smoothly integrated into the writing 		<ul style="list-style-type: none"> Refers to extensive and comprehensive textual evidence most relevant to argument/thesis Evidence is strategically integrated in a way that enhances the analysis and development of ideas
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) Summarizes and attempts to analyze the central ideas or themes 		<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) 		<ul style="list-style-type: none"> Demonstrates comprehensive and nuanced understanding of text(s), including both explicit and inferred meanings Analyzes complex or multiple 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 to support central ideas or themes 		<ul style="list-style-type: none"> Briefly notes the author's point of view or purpose in a text Briefly refers to the author's choices that support central ideas or themes 		<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 support central ideas or themes 		<ul style="list-style-type: none"> Evaluates author's point of view or purpose in a text and its impact on overall meaning Describes how author's choices support central ideas or themes and contribute to the effectiveness of the text

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