

NTN Knowledge and Thinking Rubric for ELA Textual Analysis, Grade 8

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 High School Ready	P/ A	ADVANCED High School 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, missing, or off topic 		<ul style="list-style-type: none"> Argument/thesis reflects a general understanding of the text 		<ul style="list-style-type: none"> Argument/thesis is clear and demonstrates understanding of the text 		<ul style="list-style-type: none"> Argument/thesis is clear and demonstrates engaged reading and 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 related to the argument/thesis 		<ul style="list-style-type: none"> Includes claims/ideas that support the argument/thesis 		<ul style="list-style-type: none"> Includes specific 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, one side dominates 		<ul style="list-style-type: none"> Alludes to counterclaims, counterclaims may be unclear 		<ul style="list-style-type: none"> Acknowledges clear counterclaims 		<ul style="list-style-type: none"> 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 does not connect to argument/thesis or is absent 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 textual evidence relevant to argument/thesis Evidence is smoothly integrated into the writing with some lapses 		<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
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 or misunderstanding of text(s) Does not refer to a particular event/line/etc. 		<ul style="list-style-type: none"> Demonstrates a basic understanding of text(s) Summarizes a particular event/line/etc. 		<ul style="list-style-type: none"> Demonstrates an understanding of text(s), including both explicit and inferred meanings Analyzes a particular event/line/etc. and its effect on plot 		<ul style="list-style-type: none"> Demonstrates comprehensive understanding of text(s), including both explicit and inferred meanings Analyzes in detail a particular event/line/etc. and its effect on plot
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 contribute to meaning or style 		<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 contribute to meaning or style and create a particular effect

*The inclusion and addressing of counterclaims (e.g. explanatory writing) or analysis of author's craft will not be required or appropriate for all kinds of writing