

## NTN Knowledge and Thinking Rubric for ELA 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
<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 may reflect passive reading or <b>erroneous</b> thinking</li> </ul>		<ul style="list-style-type: none"> <li>Argument/Thesis is <b>evident</b>, but <b>general</b> and reflects <b>passive</b> reading or thinking</li> </ul>		<input type="checkbox"/> Argument/Thesis is clear and demonstrates <b>engaged</b> reading and <b>critical</b> thinking		<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>unclear</b> or <b>irrelevant</b> claims/supporting ideas</li> </ul>		<ul style="list-style-type: none"> <li>Includes claims/supporting ideas <b>relevant</b> to the argument/thesis</li> </ul>		<input type="checkbox"/> Includes <b>relevant, specific</b> claims/ideas that support the argument/thesis		<ul style="list-style-type: none"> <li>Includes <b>relevant, specific, and significant</b> claims/ ideas that support the argument/thesis</li> </ul>
<b>COUNTERCLAIMS*</b> <i>What is the evidence that the student can address counterclaims?</i>	<ul style="list-style-type: none"> <li>Counterclaims are <b>absent</b> or <b>simply mentioned</b></li> </ul>		<ul style="list-style-type: none"> <li><b>Discusses</b> counterclaims</li> </ul>		<input type="checkbox"/> <b>Develops</b> and <b>responds</b> to counterclaims		<ul style="list-style-type: none"> <li>Develops and responds to 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>Refers to <b>minimal</b> textual evidence relevant to argument/thesis</li> <li>Evidence is used in an <b>awkward</b> or <b>confusing way</b></li> </ul>		<ul style="list-style-type: none"> <li>Refers to <b>limited</b> textual evidence relevant to argument/thesis</li> <li>Evidence is <b>unevenly integrated</b> into the writing</li> </ul>		<input type="checkbox"/> Refers to <b>strong and thorough</b> textual evidence relevant to argument/thesis <input type="checkbox"/> Evidence is <b>smoothly</b> integrated into the writing		<ul style="list-style-type: none"> <li>Refers to <b>extensive and comprehensive</b> textual evidence relevant to argument/thesis</li> <li>Evidence is <b>strategically integrated in a way that enhances the analysis and development of ideas</b></li> </ul>
<b>ANALYSIS OF IDEAS</b> <i>What is the evidence that the student can analyze and interpret ideas in the text?</i>	<ul style="list-style-type: none"> <li>Demonstrates <b>minimal</b> understanding of text(s)</li> <li><b>Summarizes but does not analyze or evaluate</b> ideas or themes</li> </ul>		<ul style="list-style-type: none"> <li>Demonstrates a <b>basic</b> understanding of text(s)</li> <li><b>Summarizes and attempts to analyze</b> the central ideas or themes</li> </ul>		<input type="checkbox"/> Demonstrates <b>comprehensive</b> understanding of text(s), including both <b>explicit</b> and <b>inferred</b> meanings <input type="checkbox"/> <b>Analyzes</b> central ideas or themes <b>and their development over the course of the text(s)</b>		<ul style="list-style-type: none"> <li>Demonstrates comprehensive and <b>nuanced</b> understanding of text(s), including both explicit and inferred meanings</li> <li>Analyzes <b>complex or multiple</b> ideas or themes and their development <b>and interaction</b> over the course of the text(s)</li> </ul>
<b>ANALYSIS OF AUTHOR'S CRAFT*</b> <i>What is the evidence that the student can analyze author's choices and purpose?</i>	<ul style="list-style-type: none"> <li>Makes <b>no reference</b> to the author's point of view or purpose in a text</li> <li>Makes <b>no reference</b> to author's choices to support central ideas or themes</li> </ul>		<ul style="list-style-type: none"> <li><b>Briefly notes</b> the author's point of view or purpose in a text</li> <li><b>Briefly refers</b> to the author's choices that support central ideas or themes</li> </ul>		<input type="checkbox"/> <b>Determines</b> the author's point of view or purpose in a text and its impact on overall meaning <input type="checkbox"/> <b>Analyzes</b> how author's choices support central ideas or themes		<ul style="list-style-type: none"> <li><b>Evaluates</b> author's point of view or purpose in a text and its impact on overall meaning and credibility of ideas</li> <li>Analyzes how author's choices support central ideas or themes and <b>contribute to the effectiveness of the text</b></li> </ul>

\*Not all textual analyses will require the addressing of counterclaims or analysis of author's craft.