## NTN Knowledge and Thinking Rubric for ELA Research or Argumentation, 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 | DEVELOPING | PROFICIENT | ADVANCED
---|---|---|---
**ARGUMENT/THESIS**
*What is the evidence that the student can communicate an argument/thesis?*
- Argument/Thesis is unclear and/or reflects erroneous thinking
- Argument/thesis is clear, but general and reflects passive reading or thinking
- Argument/thesis is clear and demonstrates engaged reading and critical thinking
- Argument/thesis is clear and demonstrates engaged reading and nuanced critical thinking

**CLAIMS/SUPPORTING IDEAS**
*What is the evidence that the student can develop claims that support the argument/thesis?*
- Includes unclear or irrelevant claims/supporting ideas
- Includes claims/supporting ideas relevant to the argument/thesis
- Includes relevant, specific claims/ideas that support the argument/thesis
- Includes relevant, specific, and significant claims/ideas that develop the argument/thesis

**COUNTERCLAIMS**
*What is the evidence that the student can address questions and counterclaims?*
- Counterclaims are absent or simply mentioned
- Discusses questions or counterclaims
- Develops and responds to questions or counterclaims
- Develops and responds to questions and/or counterclaims in a way that sharpens the argument

**EVIDENCE**
*What is the evidence that the student can support the argument/thesis?*
- Evidence, information, and examples are missing, minimal, or not relevant
- Evidence is used in an awkward or confusing way
- Evidence is limited but relevant evidence, information, and examples
- Evidence is smoothly integrated into the writing
- Evidence is thoroughly varied*, and well-chosen evidence, information, and examples
- Evidence is strategically integrated in a way that enhances the analysis and development of ideas

**ANALYSIS AND SYNTHESIS**
*What is the evidence that the student can analyze and synthesize ideas?*
- Summarizes but does not analyze evidence to support the argument
- Draws superficial connections or conclusions from the evidence
- Presents evidence without noting strengths, limitations, or discrepancies between sources (when appropriate)
- Summarizes and attempts to analyze evidence to support the argument
- Draws general or broad connections or conclusions from the evidence
- Acknowledges and attempts to explain strengths and limitations of evidence, and/or discrepancies between sources (when appropriate)
- Analyzes evidence to support the argument
- Makes specific connections and draws meaningful conclusions from the evidence
- Explains the strengths and limitations of evidence, addressing any discrepancies between sources (when appropriate)
- Analyzes and critiques evidence to support the argument
- Makes insightful connections, draws meaningful conclusions and raises important implications from the evidence
- Explains the strengths and limitations of evidence, addressing any discrepancies (when appropriate) and analyzes how the strengths, limitations, and/or discrepancies affect the argument

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*Varied evidence is drawn from multiple sources to illustrate multiple points of view and/or represent multiple types of evidence

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