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	E/D	DEVELOPING	D/P	PROFICIENT College Ready	P/A	ADVANCED College Level
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**		• Refers to **limited** but **relevant** evidence, information, and examples • Evidence is **unevenly integrated** into the writing		• Refers to **thorough**, **varied***, and **well-chosen** evidence, information, and examples • Evidence is **smoothly** integrated into the writing		• Refers to the **most significant**, **comprehensive** and **varied** 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 or 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**

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