

Common Rubric for 9th and 10th Grade English

	POV	Evidence	Connections	Alternative POV	Significance/Analysis	Communication
Mastery with Distinction (4 points)	<p>Has a clearly stated sophisticated thesis (POV) that presents complex literary analysis.</p> <p>Presents specific, precise, sophisticated arguments to support thesis.</p> <p>Provides insightful literary analysis in detail.</p> <p>Uses advanced reasoning.</p>	<p>Uses strong, relevant and sufficient textual evidence to support analysis of the text.</p> <p>Develops opinion(s) thoroughly, supplying appropriate evidence.</p>	<p>Uses sophisticated words, phrases, and clauses to effectively transition between ideas and link the major sections of the text to create cohesion.</p>	<p>Clearly distinguishes their opinion(s) from alternate or opposing opinions.</p> <p>Develops opinion(s) and opposing viewpoints fairly.</p> <p>Supplies appropriate evidence for alternate viewpoints.</p> <p>Points out the strengths and limitations of both viewpoints.</p>	<p>Provides sophisticated and insightful literary analysis of how the text develops, including how the ideas in the text emerge and are shaped and refined by specific details.</p> <p>Analyzes how literary elements develop over the course of a text and advance the plot or develop the theme.</p> <p>Analyzes the cumulative impact of specific word choices on meaning and/or tone.</p> <p>Provides thorough analysis of how the structure of the text (such as mystery, tension, surprise, pacing, parallel plots, flashback, etc.) supports the thesis.</p>	<p>Creates a well-organized essay.</p> <p>Provides a succinct, relevant and purposeful summary at the beginning of the paper.</p> <p>Provides a concluding statement or section that thoroughly supports the argument presented.</p> <p>Establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline.</p> <p>Mechanical and grammatical errors are non-existent. Uses complex sentences and punctuation to advance their argument.</p>
Mastery (3 points)	<p>Has a clearly stated thesis (POV) that presents literary analysis.</p> <p>Presents specific, precise arguments to support thesis.</p> <p>Provides literary analysis in detail.</p> <p>Uses valid reasoning.</p>	<p>Uses strong and relevant textual evidence to support analysis of the text.</p> <p>Develops opinion(s) thoroughly, supplying appropriate evidence.</p>	<p>Uses words, phrases, and clauses to effectively transition between ideas and link the major sections of the text to create cohesion</p>	<p>Distinguishes their opinion(s) from alternate or opposing opinions.</p> <p>Develops opinion(s) and opposing viewpoints.</p> <p>Supplies evidence for alternate viewpoints.</p> <p>Points out the strengths and/or limitations of both viewpoints.</p>	<p>Provides insightful literary analysis of how the text develops.</p> <p>Analyzes how literary elements develop over the course of a text or advance the plot or develop the theme.</p> <p>Analyzes how specific word choices affect meaning and/or tone.</p> <p>Analyzes how the structure of a text (such as mystery, tension, surprise, pacing, parallel plots, flashback, etc.) supports the thesis.</p>	<p>Creates an organized essay.</p> <p>Provides a relevant and purposeful summary of the text at the beginning of the paper.</p> <p>Provides a concluding statement that supports the argument presented.</p> <p>Establishes and maintains a clear style and tone while showing awareness of the norms and conventions of the discipline.</p> <p>Mechanical and grammatical errors are rare. Uses complex sentences and punctuation.</p>

	POV	Evidence	Connections	Alternative POV	Significance/Analysis	Communication
Satisfactory (2 points)	<p>Has a thesis (POV) that presents literary analysis</p> <p>Presents arguments to support thesis</p> <p>Provides some literary analysis</p> <p>Uses vague reasoning</p>	<p>Uses relevant textual evidence to support analysis of the text.</p>	<p>Uses words, phrases, and clauses to transition between ideas and link the major sections of the text</p>	<p>Mentions alternate or opposing opinion.</p> <p>Supplies vague or little evidence for alternate viewpoint(s).</p> <p>Points out the strengths and/or limitations of one viewpoint.</p>	<p>Provides analysis of how the text develops.</p> <p>Mentions how literary elements develop OR how specific word choices affect meaning and tone OR how the structure of a text creates effects such as mystery, tension, surprise, pacing, parallel plots, flashback, etc.</p>	<p>Creates a somewhat organized essay.</p> <p>Attempts to provide a summary of the text at the beginning of the paper.</p> <p>Attempts to provide a concluding statement that supports the argument presented.</p> <p>Attempts to maintain a clear style of writing.</p> <p>Mechanical and grammatical errors are made often.</p>
Needs Improvement (1)	<p>Has vague, unclear or no thesis</p> <p>Has vague, unclear or no arguments</p> <p>Provides little or no analysis</p> <p>Reasoning is unclear or inaccurate</p>	<p>Uses irrelevant or insufficient textual evidence to support analysis of the text.</p>	<p>Uses minimal or no words, phrases, and clauses to link sections of the text</p>	<p>Does not include alternate or opposing opinion.</p> <p>Supplies no evidence for alternate viewpoint(s).</p> <p>Does not mention strengths and/or limitations of either viewpoint.</p>	<p>Provides little or no analysis of the text as it develops, the theme, literary elements or author's craft over the course of the text.</p>	<p>Very little to no organization.</p> <p>Summary of text is unclear or missing from the beginning of the paper.</p> <p>It is unclear how concluding statement supports arguments or is missing.</p> <p>Writing is generally unclear and not proofread for mechanical and grammatical errors.</p>

ORIGINAL LANGUAGE FROM THE COMMON CORE STATE STANDARDS for 9th and 10th GRADES:

WRITING: <http://www.corestandards.org/the-standards/english-language-arts-standards/writing-6-12/grade-9-10/>

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Provide a concluding statement or section that follows from and supports the argument presented.

READING LITERATURE: <http://www.corestandards.org/the-standards/english-language-arts-standards/reading-literature-6-12/grade-9-10/>

Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure

- 4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- 5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- 6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Integration of Knowledge and Ideas

- 7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
- 8. (Not applicable to literature)
- 9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Range of Reading and Level of Text Complexity

- 10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.