

Assessment 12.2.5 Rubric: Generating Claims, Evidence, and Reason

Scores: **RL.1** _____ **OR RI.1** _____ **SL.4** _____ **SL.5** _____

Literacy - 12th Grade - Reading: Literature - RL.11.12.1				
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.				
4	3	2	1	0
<p>Explains what the text directly says as well as the meaning behind the text.</p> <p>Identifies the evidence that most strongly supports this analysis and proposes an argument for why this evidence is the strongest.</p> <p>Determines where the text leaves matters uncertain and proposes ideas about why these were left uncertain.</p>	<p>Explains what the text directly says as well as the meaning behind the text.</p> <p>Identifies the evidence that most strongly supports this analysis.</p> <p>Determines where the text leaves matters uncertain.</p>	<p>Explains what the text directly says as well as the meaning behind the text.</p> <p>Identifies evidence. Identifies some basic matters in the text that were left uncertain.</p>	<p>States what the text directly says as well as the meaning behind the text.</p>	<p>There is no, or insufficient, evidence of learning to assess the standard at this time.</p>

Literacy - 12th Grade - Reading: Informational Text - RI.11.12.1				
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.				
4	3	2	1	0
<p>Identifies the evidence that most strongly and thoroughly supports the explicit meanings as well as major and subtle meanings in the text.</p> <p>Determines where the text leaves matters uncertain and proposed ideas about why these were left uncertain.</p>	<p>Identifies evidence that most strongly showed understanding of both explicit meaning and major inferences.</p> <p>Determines where the text leaves matters uncertain.</p>	<p>Identifies evidence in the text and understands the explicit meaning in the text.</p> <p>Identifies some basic matters in the text that were left uncertain.</p>	<p>Identifies evidence in the text understands the explicit meaning in the text.</p>	<p>There is no, or insufficient, evidence of learning to assess the standard at this time.</p>

Literacy - 12th Grade - Speaking and Listening - SL.11.12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

4	3	2	1	0
Creates own digital media and strategically integrates it in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Strategically integrates digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Integrates digital media in presentations to enhance understanding clarity.	Digital media is used.	There is no, or insufficient, evidence of learning to assess the standard at this time.

Literacy - 12th Grade - Speaking and Listening - SL.11.12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

4	3	2	1	0
<p>Engages and maintains awareness of the audience during presentation of information, findings, and supporting evidence, conveying a clear and distinct perspective.</p> <p>Uses varied vocal expression intentionally prompting listeners to follow the line of reasoning, alternative or opposing perspectives that are addressed.</p> <p>Oral and physical transitions signal moving from one idea to the next and provide relationships among those ideas.</p>	<p>Maintains awareness of the audience during presentation of information, findings, and supporting evidence, conveying a clear and distinct perspective.</p> <p>Uses varied vocal expression prompting listeners to follow the line of reasoning, alternative or opposing viewpoints.</p>	<p>Demonstrates awareness of the audience during the presentation of information.</p> <p>Uses vocal expression so listeners can follow the presentation.</p> <p>Oral and physical transitions support the presentation.</p>	<p>Presents information.</p> <p>Uses voice so listeners can follow the presentation.</p>	<p>There is no, or insufficient, evidence of learning to assess the standard at this time.</p>

Comments: