UNIT FIVE
RUBRIC

NYC Department of Education
Carmen Fariña, Chancellor

Ready For the Future — Jeffrey M. Rapport School

STUDENT NAME _____   SUBJECT_____

Writing 9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

	4 - Advanced	3 – Competent	2 – Limited	1 - Emerging
Evidence & Analysis	Ideas are supported by well-chosen, relevant, and sufficient evidence and concrete details appropriate for the purpose of the text. Student provides a thorough analysis and reflection of how the evidence supports the ideas being conveyed.	Ideas are supported by relevant evidence, concrete details, and examples appropriate for the purpose of the text. Student provides an analysis and reflection of how the evidence supports the ideas being conveyed.	Student attempts to support ideas with evidence, details, and examples, but many may lack relevance to the purpose of the text. Student attempts to provide an analysis of how evidence supports the ideas being conveyed, but lacks connection.	Evidence, details, and examples lack or do not support the corresponding ideas presented. Analysis and reflection of evidence is not present or does not make sense.
End of Unit Task **Date:**				
Organization & Structure	Writing is organized so that ideas are clearly introduced while ideas are organized into a logical order that allows for important connections and distinctions to be made by the reader. A purposeful conclusion incorporates an explanation of the significance of the content. If formatting, graphics, and multimedia are incorporated, they bring greater comprehension to the reader.	Writing is organized and includes introductions of new ideas. Information is outlined in a clear order that allows for reader understanding. A conclusion incorporates an explanation of the information presented. If formatting, graphics, and multimedia are incorporated, they reinforce what has already been stated.	Writing attempts to be organized, but introduction of new ideas or ordering of information is confusing or unclear. A conclusion is present, but simply restates what has already been said. If formatting, graphics, and multimedia are incorporated, they are misplaced or confusing.	Writing lacks structure or organization. Ideas are not clearly introduced or do not follow a logical order. A conclusion is missing or detracts from the focus. If formatting, graphics, and multimedia are incorporated, they hinder reader comprehension.
End of Unit Task **Date:**				
Language	Student uses a variety of transitions and sentence structures to create cohesion and clarify the relationships among ideas and concepts. Precise language and domain specific vocabulary are used to manage the complexity of the topic and convey a style appropriate for the context and expertise of the reader.	Student uses transitions and sentence structures that create cohesion among ideas and concepts. Domain specific vocabulary are used and language is appropriate for the context and expertise of the reader.	Student's use of transitions and sentence structure lacks variation but attempts to create cohesion. Domain specific vocabulary is only partially used correctly or language doesn't match the style of the discipline.	Writing lacks cohesion due to poor or absent transitions and sentence structure. Language and vocabulary do not match the style of the discipline.
End of Unit Task **Date:**				

INSTRUCTIONAL NEXT STEPS: