



# UNIT ONE

## RUBRIC



STUDENT NAME \_\_\_\_\_ SUBJECT \_\_\_\_\_

**Literary 11-12.2** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

**Informational 11-12.2:** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

|                              | 4  | 3  | 2   | 1   |
|------------------------------|--|--|---|---|
| <b>Central Idea or Theme</b> | Student thoroughly analyzes a text for all themes the author conveys, understands the reoccurring nature of themes in a text, and can clearly articulate how they individually and collectively reinforce the central idea of the text. Student can provide a rationale for why and idea is not a theme. | Student is able to identify more than one theme that occurs throughout the text and can articulate how they individually and collectively reinforce the central idea of the text. Student can identify a non-theme.  | With support, a student can identify a theme that occurs throughout a text and can articulate how it relates to the central idea.   | Student confuses the theme(s) of a text with the topic and does not relate it to the central idea.  |
| <b>Week 1</b>                |  |  |   |   |
| <b>Week 2</b>                |  |  |   |   |
| <b>Week 3</b>                |  |  |   |   |
| <b>Details</b>               | Student understands that themes can change or develop over the course of a text and points to multiple and specific details that show that growth. Student can evaluate the set of details, determine their strength for the given purpose, and choose the best evidence.                                | Student understands that themes can change or develop over the course of a text and can point to more than one detail that shows that growth. Student can evaluate the set of details and eliminate the weakest evidence for their purpose.                  | Student shows some understanding of a theme changing over the course of text by identifying at least one detail that highlights the development. Student might be able to connect multiple themes with details from the text. | Student uses inappropriate or irrelevant details to support the central idea of the text.           |
| <b>Week 1</b>                |  |  |   |   |
| <b>Week 2</b>                |  |  |   |   |
| <b>Week 3</b>                |  |  |   |   |
| <b>Objective Summary</b>     | Student can aggregate both the central ideas/themes inferred, and important specific details to create a comprehensive and concise summary of a text that includes all important ideas without superfluous information. It provides their audience with a complete picture.                              | Student can aggregate at least one central idea/theme inferred with specific details to create complete summary of the text. Summary may be missing one or more key ideas or details, but remains objective and overall picture of the text is not affected. | Student can communicate a picture of the text that is mostly or partially accurate but may include subjective inferences not supported by details from the text that affect audience understanding.                           | Student summarizes mostly (if not entirely) with opinions and does not create an objective summary. |
| <b>Week 1</b>                |  |  |   |   |
| <b>Week 2</b>                |  |  |   |   |
| <b>Week 3</b>                |  |  |   |   |

INSTRUCTIONAL NEXT STEPS:

