NTN Knowledge and Thinking Rubric for ELA Analysis, Grade 10

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.

New Tech Network

	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT 11th Grade Ready	P/A	ADVANCED 11th Grade Level
ARGUMENT *What is the evidence that the student can develop an argument?*	• Argument is unclear, underdeveloped, or implied • Claims are summaries or come directly from a source text • Discussion of questions, or counterclaims (when appropriate) is unclear or absent • Connections and conclusions are unclear or absent		• Makes a somewhat clear, but general argument that reflects passive reading or thinking • Makes unclear or irrelevant claims • Briefly alludes to a question or counterclaim • Draws superficial connections or conclusions		• Makes a clear, well developed argument that demonstrates engaged reading and critical thinking • Makes relevant claims • Acknowledges relevant questions or counterclaim when appropriate • Draws general or broad conclusions		• Makes a clear, well developed argument that demonstrates engaged reading and original critical thinking • Makes relevant claims that support the argument • Discusses relevant questions or counterclaims when appropriate • Makes specific connections and draws meaningful conclusions
EVIDENCE *What is the evidence that the student can support the argument?*	• Evidence presented does not connect to argument • Makes no reference to the author, main character or narrator's point of view or purpose in a text		• Refers to limited textual evidence (reasons, examples, or quotations) relevant to argument • Briefly notes the author, main character or narrator's point of view or purpose in a text		• Refers to textual evidence (reasons, examples, and quotations) relevant to argument • Determines the author, main character or narrator's point of view or purpose in a text and its impact on overall meaning		• Refers to detailed textual evidence (reasons, examples, and quotations) relevant to argument • Evaluates the author, main character or narrator's point of view or purpose in a text and its impact on overall meaning
ANALYSIS *What is the evidence that the student can analyze evidence?*	• Demonstrates minimal or misunderstanding of text(s) • Ideas and/or claims are missing, presented haphazardly, or do not connect to the main argument • Makes no reference to author's choices to support central ideas or claims		• Demonstrates a basic, surface-level understanding of text(s) • Summarizes but does not analyze or evaluate ideas or claims • Refers to at least one author's choice, but connection to central ideas or claims is unclear		• Demonstrates in-depth understanding of at least once aspect of the text(s) including both explicit and inferred meanings • Summarizes and attempts to analyze one central idea or claim • Discusses at least one author's choice (e.g., language use, literary/rhetorical devices, organization) that supports central ideas or claims		• Demonstrates in-depth and comprehensive understanding of text(s), including both explicit and inferred meanings • Analyzes the central ideas or sequence of events and their development over the course of the text(s) • Analyzes key choices made by the author (e.g., language use, literary/rhetorical devices, organization) that supports central ideas or claims