The Purpose of Public Education Rubric

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Reads and Comprehends Informational Text** | | | | | | | | |
|  | CI1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | | | | | | | | |
| 4 | 3 | | | 2 | | 1 | | I effectively summarize what the source says explicitly | |
| 4 | 3 | | | 2 | | 1 | | I interpret the text both explicitly and implicitly | |
| 4 | 3 | | | 2 | | 1 | | I select and use multiple pieces of text evidence that effectively support my interpretation and summary | |
|  | CI9 - Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. | | | | | | | | | |
| 4 | 3 | | | 2 | | 1 | | Select evidence used in each text to support the claims regarding authors’ points of view and purposes | | |
| 4 | 3 | | | 2 | | 1 | | Evaluate whether evidence is factual or interpretive | | |
|  | **Writer’s Craft** | | | | | | | |
|  | WC1 - Write **ARGUMENTS** to support claims with clear reasons and relevant evidence. | | | | | | | |
|  | WC1a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate/opposing claims, organize the reasons and evidence logically. | | | | | | | |
| 4 | 3 | | 2 | | 1 | | | I answer the prompt completely |
| 4 | 3 | | 2 | | 1 | | | Formulate argument in thesis statement format incorporating at least two claims |
| 4 | 3 | | 2 | | 1 | | | Contrast thesis statement and claims with other viewpoints |
|  | WC1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. | | | | | | | | |
| 4 | 3 | 2 | | | | | 1 | Choose strongest evidence to support thesis statement and claims | |
| 4 | 3 | 2 | | | | | 1 | Evaluate strength of support to determine effective sequencing | |
| 4 | 3 | 2 | | | | | 1 | Locate relevant details from a variety of sources to support thesis | |
| 4 | 3 | 2 | | | | | 1 | Differentiate between relevant and superfluous facts | |
|  | WC1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. | | | | | | | | |
| 4 | 3 | 2 | | | | | 1 | Recognize transitional devices beyond phrases | |
| 4 | 3 | 2 | | | | | 1 | Use transitional devices to strengthen relationship between claims | |
|  | WC1d. Establish and maintain a formal style. | | | | | | | | |
| 4 | 3 | 2 | | | | | 1 | I avoid using the universal ‘you’ and/or ‘we’ | |
| 4 | 3 | 2 | | | | | 1 | I remain in a formal register and employ techniques of formal writing (thesis, topic sentence, evidence) | |
|  | WC1e. Provide a concluding statement or section that follows from and supports the argument presented. | | | | | | | | |
| 4 | 3 | 2 | | | | | 1 | I summarize the significance of the major ideas, concepts, and/or conclusions presented in my paper | |
| 4 | 3 | 2 | | | | | 1 | I revisit my thesis | |
| 4 | 3 | 2 | | | | | 1 | I provide an extension by sharing my interpretation and opinion about the value of the information found in this source | |
|  | **Production and Distribution of Writing** | | | | | | | | |
|  | WC4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | | | | | | | | |
| 4 | 3 | 2 | | | | | 1 | The sequence of ideas/information/events is logical and provides clarity to the reader | |
| 4 | 3 | 2 | | | | | 1 | My word choice is precise and concise and supports clarity. | |
| 4 | 3 | 2 | | | | | 1 | My sentence fluency contributes to cohesion and fluency | |
| 4 | 3 | 2 | | | | | 1 | I follow the rules for conventions | |
|  | WC5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) | | | | | | | | |
| 4 | 3 | 2 | | | | | 1 | I considered and incorporated the feedback I received from my peers and adults who assisted me in the process of writing this piece | |
| 4 | 3 | 2 | | | | | 1 | I revised my writing for ideas, organization, word choice, sentence fluency, and voice producing a minimum of 3 drafts. | |
| 4 | 3 | 2 | | | | | 1 | I polished my writing, editing for conventions and my personal writing goals | |