The Purpose of Public Education Rubric

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|  | **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 |