

Scoring Rubric Grade 10 Reading Rubric – Literary / Expository Crossover

Objective 3

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The student will demonstrate the ability to analyze and critically evaluate culturally diverse written texts and visual representations. Objective.3, students must write a short response analyzing or evaluating some aspect of the expository selection or some aspect of text common to or based upon both selections.

Score Point 0 Insufficient	Score Point 1 Partially Sufficient	Score Point 2 Sufficient	Score Point 3 Exemplary
<p>In insufficient responses, the student</p> <p>may draw a conclusion, offer an interpretation, or make a prediction that is not based on the selections</p> <p>may draw a conclusion, offer an interpretation, or make a prediction that does not address the question</p> <p>may draw a conclusion, offer an interpretation, or make a prediction that is not reasonable</p> <p>may draw a conclusion, offer an interpretation, or make a prediction that is too general or vague to determine whether it is reasonable</p> <p>may incorrectly analyze or evaluate a characteristic of text based on both selections</p> <p>may not address the question in any way or may answer a different question than the one Asked</p> <p>may offer only incomplete or irrelevant textual evidence from one or both selections</p> <p>In addition, insufficient responses may lack clarity.</p>	<p>In partially sufficient responses, the student</p> <p>may draw a reasonable conclusion, offer a reasonable interpretation, or make a reasonable prediction based on both selections but supported only by general, incomplete, or partially accurate/relevant textual evidence from one or both selections</p> <p>may draw a reasonable conclusion, offer a reasonable interpretation, or make a reasonable prediction based on both selections but may offer textual support from only one selection or may offer no textual support at all</p> <p>may offer a reasonable analysis or evaluation of a characteristic of text based on both selections that is supported only by general, incomplete, or partially accurate/relevant textual evidence from one or both selections</p> <p>may offer a reasonable analysis or evaluation of a characteristic of text based on both selections but may offer textual support from only one selection or may offer no textual support at all</p> <p>may offer a reasonable idea, analysis, or evaluation based on both selections and may provide textual evidence from both selections, but this evidence is only weakly connected to the idea, analysis, or evaluation</p> <p>may offer accurate/relevant textual evidence from both selections but may draw a conclusion, offer an interpretation, make a prediction, or provide an analysis or evaluation based on only one selection</p> <p>may offer accurate/relevant textual evidence from both selections without drawing a conclusion, offering an interpretation, making a prediction, or providing an analysis or Evaluation</p> <p>In addition, partially sufficient responses may be somewhat unclear or vague or may indicate that the student has difficulty making connections across selections.</p>	<p>In sufficient responses, the student</p> <p>must draw a reasonable conclusion, offer a reasonable interpretation, or make a reasonable prediction based on both selections and must support it with accurate/relevant textual evidence from both selections</p> <p>must offer a reasonable analysis or evaluation of a characteristic of text based on both selections and must support it with accurate/relevant textual evidence from both selections</p> <p>In addition, sufficient responses indicate that the student is able to make clear and specific connections across selections.</p>	<p>In exemplary responses, the student</p> <p>must offer a particularly thoughtful or insightful conclusion, interpretation, or prediction based on both selections and strongly support it with accurate/relevant textual evidence from both selections</p> <p>must offer a particularly thoughtful or insightful analysis or evaluation of a characteristic of text based on both selections and strongly support it with accurate/relevant textual evidence from both selections</p> <p>In addition, exemplary responses indicate that the student is able to make meaningful connections across selections. These responses show strong evidence of the student's depth of understanding and ability to effectively connect textual evidence to the idea, analysis, or evaluation.</p>
<p>Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.</p>	<p>Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.</p>	<p>Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.</p>	<p>Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.</p>