Rubric: Critical Thinking and Reading – Informational Text

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| **Expectation 1 – We expect the students of Enfield High School to use critical thinking skills to read/and or interpret a variety of materials across all disciplines.***\*Aligned with Connecticut Common Core Standards for Reading Informational Text, 9th-10th grade* |
| 4(Advanced) | Student meets most or all of the following indicators |
| * Provides accurate and extensive supporting textual evidence
* Determines the central idea as well as its development
* Analyzes an author’s organization and order of ideas as well as development and connections
* Determines the impact of words and phrases on meaning and tone
* Convincingly evaluates the effectiveness of an author’s exposition or argument
* Determines an author’s point of view or purpose and shows a deep appreciation for the aesthetic qualities of an author’s style
* Able to skillfully integrate and evaluate content from multiple and diverse formats
* Wisely evaluates the authenticity and reliability of specific claims in a text
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| 3(Proficient) | Student meets most or many of the following indicators |
| * Provides accurate supporting textual evidence
* Determines the central idea of a text
* Analyzes an author’s organization and order of ideas
* Determines the denotative, connotative, figurative, and/or technical meanings of words and phrases
* Adequately evaluates the effectiveness of an author’s exposition or argument
* Determines an author’s point of view and purpose and indicates elements of the prose that are particularly powerful or effective
* Able to adequately integrate and evaluate content from multiple and diverse formats
* Competently evaluates the authenticity and reliability of specific claims in a text
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| 2(Basic) | Student meets most or many of the following indicators |
| * Locates textual evidence that may or may not be relevant to the idea being supported
* Determines the subject of a text but not the central ideas
* Analyzes the way an author organizes ideas
* Determines the meanings of words and phrases
* Shows a limited ability to evaluate the effectiveness of an author’s exposition or argument
* May be able to determine an author’s point of view or purpose but shows no appreciation for an author’s style
* Able to make basic or surface-level connections between content from multiple or diverse formats
* Evaluates the authenticity and reliability of specific claims in a text with some assistance
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| 1(Below Basic) | Student meets most or all of the following indicators |
| * Does not provide textual evidence
* Unable to determine the central idea or subject of a text
* Cannot determine the organizational structure of a text
* Unable to determine the meaning of grade-level appropriate words and phrases
* Shows no evidence in being able to evaluate the effectiveness of an author’s exposition or argument
* Unable to interpret an author’s point of view or purpose
* Unable to make connections between content from multiple or diverse formats
* Fails to evaluate the authenticity and reliability of specific claims in a text
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RIT.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

1. Provides accurate and extensive supporting textual evidence
2. Provides accurate supporting textual evidence
3. Locates textual evidence that may or may not be relevant to the idea being supported
4. Does not provide textual evidence

RIT.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

1. Determines the central idea as well as its development
2. Determines the central idea of a text
3. Determines the subject of a text but not the central ideas
4. Unable to determine the central idea or subject of a text

RIT.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

1. Analyzes an author’s organization and order of ideas as well as development and connections
2. Analyzes an author’s organization and order of ideas
3. Analyzes the way an author organizes ideas
4. Cannot determine the organizational structure of a text

RIT.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

1. Determines the impact of words and phrases on meaning and tone
2. Determines the denotative, connotative, figurative, and/or technical meanings of words and phrases
3. Determines the meanings of words and phrases
4. Unable to determine the meaning of grade-level appropriate words and phrases

RIT.9-10.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

1. Convincingly evaluates the effectiveness of an author’s exposition or argument
2. Adequately evaluates the effectiveness of an author’s exposition or argument
3. Shows a limited ability to evaluate the effectiveness of an author’s exposition or argument
4. Shows no evidence in being able to evaluate the effectiveness of an author’s exposition or argument

RIT.9-10.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

1. Determines an author’s point of view or purpose and shows a deep appreciation for the aesthetic qualities of an author’s style
2. Determines an author’s point of view and purpose and indicates elements of the prose that are particularly powerful or effective
3. May be able to determine an author’s point of view or purpose but shows no appreciation for an author’s style
4. Unable to interpret an author’s point of view or purpose

RIT.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

1. Able to skillfully integrate and evaluate content from multiple and diverse formats
2. Able to adequately integrate and evaluate content from multiple and diverse formats
3. Able to make basic or surface-level connections between content from multiple or diverse formats
4. Unable to make connections between content from multiple or diverse formats

RIT.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

1. Wisely evaluates the authenticity and reliability of specific claims in a text
2. Competently evaluates the authenticity and reliability of specific claims in a text
3. Evaluates the authenticity and reliability of specific claims in a text with some assistance
4. Fails to evaluate the authenticity and reliability of specific claims in a text

RIT.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.

[not applicable to school-wide rubric]

RIT.-9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

[not applicable to school-wide rubric]