**End of Unit 2 Assessment Rubric**

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|  | **4 Points** | **3 Points** | **2 Points** | **1 Point** |
| **Content and Analysis**  **(conveys ideas and information to support claim)** | \*Clearly introduces topic in a manner that is compelling (interesting) and follows logically from  task and purpose  \*demonstrate insightful analysis of the text | \*Clearly introduces  topic in a manner that follows from the task and purpose  \*demonstrate grade appropriate  analysis of the text | \* introduces topic in a manner that follows generally from the task and purpose  \*demonstrate comprehension of the text | \* introduces a topic that does not follow from the task and purpose  \*demonstrates little understanding of the text |
| **Evidence**  **(presents evidence from text to support analysis and reflection)** | Develop  topic with relevant, well chosen facts, definitions, concrete details, quotations, or other information or examples from the text  (use multiple types of evidence) | Develop  topic with relevant, facts, definitions, details, quotations, or other information or examples from the text  (lack of variety in types of evidence) | Partially develop topic with the use of some textual evidence, some of which may be irrelevant or off topic, well chosen facts | Demonstrates an attempt to use evidence, but only develop ideas  with minimal, occasional evidence, which is generally invalid or irrelevant |
| **Coherence, Organization, and Style**  **(the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language)** | Exhibit clear organization, with skillful use of appropriate and varied transitions to create a unified whole  Establish and maintain a formal style  Use grade appropriate language  Provide a concluding statement or section that is compelling and follows clearly from topic | Exhibit clear organization, with use of appropriate transitions to create a unified whole  Establish and maintain a formal style  Use precise language  Provide a concluding statement or section that follows from topic | Exhibit some attempt at organization with inconsistent use of transitions  Establish but fail to maintain a formal style  Inconsistent use of language  Provide a concluding statement or section that follows generally from the topic | Exhibit little attempt at organization, or attempts to organize are irrelevant to the task.  Lack a formal style using language that is imprecise or inappropriate  Provide a concluding statement that is illogical or unrelated  from the topic |
| **Conventions**  **(grammar, capitalization, punctuation, and spelling)** | Demonstrate grade appropriate command of conventions with few errors | Demonstrate grade appropriate command of conventions with occasional errors that do not hinder comprehension | Demonstrate some command of conventions with some errors that may hinder comprehension | Demonstrate a lack of command of conventions with frequent errors that hinder comprehension |
| **Total** |  |  |  |  |