**Social Justice Research Paper Rubric Government, Ms. Bennett**

**\*\*Adapted from Ms. Ferrone**

**This Task will assess the following strands from the Common Core State Standards:**

**I. READING INFORMATIONAL TEXTS: Read, Comprehend, Cite from Texts, Identify and Analyze Author’s POV, and Evaluate**

**II. EVIDENCE AND REASONING: Write Clear Position; Introduce, Develop, and Evaluate Claims; Write Valid Conclusion**

**III. ORGANIZATION AND CLARITY: Use Transitions for Cohesion and Clarity; Structure Writing for Task, Purpose, and Audience**

**IV. LANGUAGE AND CONVENTIONS: Establish and Maintain Formal Style and Objective Tone; Use Conventions; Vary Sentence Structure for Effect**

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|  | **Needs Major Support/ Provides No Evidence (0):** | | **Emerging (1):** | | **Developing (2):** | **Proficient (3):** | | **Exemplary/College and Career Ready (4):** | | |
| **CCS STANDARDS**  **(DO NOT RATE THIS ROW)** | **The student has not yet acquired the basic reading, writing, and thinking skills required by standards-based high school instruction. Needs major support to make progress.** | | **The student has basic reading, writing, and thinking skills for participating and producing grade-level work but needs explicit support to become and stay an active member of class.** | | **The student is developing the higher-order reading, writing, and thinking skills but needs support, demanding assignments, and clear feedback to be independent.** | **The student has developed the higher-order reading, writing, and thinking skills to transition to upper-level high school work. Still needs support to become college and career ready** | | **The student has developed the level of reading, writing, and thinking skills needed for rigorous upper level high school courses or early college or training courses.** | | |
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| **RIT 11-12.1: Cite strong and thorough textual evidence to support analysis of specific texts/sources.** | **Relies only on personal opinion and experience to comprehend or analyze a text. Cites no evidence.** | | **Cites or refers only to general or broad factual evidence to support the analysis of a text (e.g., mentions topics, event, person, from text, etc.).** | | **Cites some specific textual evidence for different points but typically limited to single quote or instance.** | **Cites sufficient specific factual evidence, supporting relevant points in the analysis, may use more than one example or quote.** | | **Cites sufficient, specific textual evidence, from throughout the text, may use more than one quote or example, clearly connecting to and supporting relevant points in the analysis.** | | |
| **W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.** | **Produces writing in which there is little development or organization.** | **Produces writing that is on the topic but where there is only a loose collection of information and claims with no overarching organization.** | | **Produces writing in which there is a simple statement of position, some relevant information, and a brief conclusion.** | | | **Produces writing in which there is a clear position, followed by the examination of several claims and counterclaims, and a full conclusion.** | | **Produces writing in which there is a clear position, followed by the balanced examination of several claims and counterclaims, and a thorough conclusion.** |
| **L 11-12.1/2: Use the conventions of English spelling and grammar to make meaning clear.** | **Lack of basic English conventions makes positions, claims, or conclusions unclear.** | **Employs basic English conventions so that overall meaning is clear, with a pattern of errors that detract significantly from clarity.** | | **Employs a range of English conventions so that broad meaning and finer points are clear, with a pattern of errors, some of which may detract from clarity.** | | | **Employs a wide range of English conventions so that broad meaning and finer points are clear, with only occasional errors that do not detract from clarity.** | | **Employs a full range of English conventions so that broad meaning and finer points are clear. Essentially error-free.** |
| **L 11-12: Vary sentence structure for specific effect, based on audience and purpose.** | **Uses only simple sentence structures, with no concern for audience or purpose.** | **Uses a few different types of sentence structures, but only occasionally enhancing meaning; some awareness of audience and purpose.** | | **Uses a variety of sentence structures, occasionally enhancing meaning, mostly aware of audience and purpose.** | | | **Uses a variety of sentence structures to enhance meaning, with an evident awareness of audience and purpose.** | | **Uses a wide variety of sentence structures to enhance meaning, with a sophisticated awareness of audience and purpose.** |

**Self-Assessment:** **\_\_\_\_\_\_\_\_\_/16 x 2.5= \_\_\_\_\_\_\_\_\_/40**

**Because:**

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| **Warm Feedback (areas where you did well)** 1+ | **Cool Feedback (areas of improvement)** 1+ |
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**Teacher Assessment:** **\_\_\_\_\_\_\_\_\_/16 x 2.5= \_\_\_\_\_\_\_\_\_/40**

**Comments:**