

 **THE STATE EDUCATION DEPARTMENT** / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

 10/01/2013

**New York State Regents Examination in English Language Arts (Common Core)**

**Part 2 Rubric: Writing to Sources - Argument**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Criteria**  | **6** **Essays at this Level:**  | **5** **Essays at this Level:**  | **4** **Essays at this Level:**  | **3** **Essays at this Level:**  | **2** **Essays at this Level:**  | **1** **Essays at this Level:**  |
| **Content and Analysis: the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of the texts**  | -Introduce a precise and insightful claim, as directed by the task. -Demonstrate in-depth and insightful analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims. | -Introduce a precise and thoughtful claim, as directed by the task. -Demonstrate thorough analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims.  | -Introduce a precise claim, as directed by the task. -Demonstrate appropriate and accurate analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims. | -Introduce a reasonable claim, as directed by the task.-Demonstrate some analysis of the texts, but insufficiently distinguish the claim from alternate or opposing claims.  | -Introduce a claim.-Demonstrate confused or unclear analysis of the texts, failing to distinguish the claim from alternate or opposing claims.  | -Do not introduce a claim.-Do not demonstrate analysis of the texts. |
| **Command of Evidence: the extent to which the essay presents evidence from the provided texts to support analysis**  | -Present ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis.-Demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material. | -Present ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis. -Demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material  | -Present ideas sufficiently, making adequate use of specific and relevant evidence to support analysis. -Demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material.  | -Present ideas briefly, making use of some specific and relevant evidence to support analysis.-Demonstrate inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material.  | -Present ideas inconsistently and/or inaccurately, in an attempt to support analysis, making use of some evidence that may be irrelevant.-Demonstrate little use of citations to avoid plagiarism when dealing with direct quotes and paraphrased material. | -Present little or no evidence from the texts.-Do not make use of citations.  |
| **Coherence, Organization, and Style: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language**  | -Exhibit skillful organization of ideas and information to create a cohesive and coherent essay. -Establish and maintain a formal style, using sophisticated language and structure.  | -Exhibit logical organization of ideas and information to create a cohesive and coherent essay. -Establish and maintain a formal style, using fluent and precise language and sound structure.  | -Exhibit acceptable organization of ideas and information to create a coherent essay. -Establish and maintain a formal style, using precise and appropriate language and structure. | -Exhibit some organization of ideas and information to create a mostly coherent essay.-Establish but fail to maintain a formal style, using primarily basic language and structure. | -Exhibit inconsistent organization of ideas and information, failing to create a coherent essay. -Lack a formal style, using some language that is inappropriate or imprecise.  | -Exhibit little organization of ideas and information  -Use language that is predominantly incoherent, inappropriate, or copied directly from the task or texts.  |
| **Control of Conventions:** **the extent to which the essay demonstrates command of conventions** **of standard English grammar, usage, capitalization, punctuation, and spelling**  | -demonstrate control of conventions with essentially no errors, even with sophisticated language.  | -Demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language. | -Demonstrate partial control, exhibiting occasional errors that do not hinder comprehension.  | -Demonstrate emerging control, exhibiting occasional errors that hinder comprehension.  | -Demonstrate a lack of control, exhibiting frequent errors that make comprehension difficult. | -Are minimal, making assessment of conventions unreliable.  |