

**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**

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| **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. |