**Alternative Assessment Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Standard** | **No Evidence0** | **Beginner1** | **Developing2** | **Proficient3** | **Mastery4** |
| **RIT 9-10.1**: Cite strong and thorough textual evidence to support analysis of a specific texts/sources | Relies only on personal opinion and experience to analyze a text. | Cites only general evidence to support the analysis of a text (e.g. topic, event, etc.). | Cites some specific textual evidence to support the analysis of a text. | Cites sufficient specific textual evidence, generally supporting relevant points in the analysis. | Cites sufficient, specific textual evidence, from throughout the text, clearly connecting to and supporting relevant points in the analysis. |
| **W.9-10.1** Introduce precise claims. | Makes no identifiable claim; only writes generally on the topic. | Implies, but does not state, a claim. | States a claim that is clear and present for much of the text, with some contradictions or irrelevant points that distract from the argument. | States a precise claim that remains constant throughout the text. | States a precise and nuanced claim that remains constant and creates a distinct position on an issue. |
| **W.9-10.4**. 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 claim, followed by the examination of several claims and counterclaims, and a conclusion that reflects how the argument has developed. | Produces writing in which there is a clear claim, followed by the balanced examination of several claims and counterclaims, and a conclusion that reflects how the argument has developed and its implications.  |
| **W. 9-10.1** Establish and maintain a style and tone consistent with the format for the produced piece. | Writes as s/he might speak; language is informal and/or choppy, using incomplete sentences; the tone and framing are highly personal. | Writes in a style appropriate for written communication; frames the argument largely from a personal point of view, without objective treatment of other positions. | Writes in a style appropriate for written communication; may show occasional moments of shift in tone or style. | Writes in a style, treats claims fairly and uses the format to its advantage, integrating and formatting the piece as the form dictates. | Writes in a formal style and treats claims objectively and fairly; acknowledges limits or raises questions related to own position. |
| **Final Scores** |  |  |  |  |  |

Overall grade: Feedback: