

### Text-Based Discussion Rubric

**Students use close reading skills to analyze the influence of historical context on the form, style, and point of view of a written work, making use of historical documents and/or readings on literary movements. Students make strong use of textual evidence to support their claims.**

Standard Addressed	Advanced Understanding	Meets the Standard	Approaching	Does Not Meet	
<b>Reading Standards</b>					
<p><b>RL.9 (CCSS)</b> Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> <p><b>RL.1.c</b> Evaluate the influence of historical context on the form, style, and point of view of a written work</p> <p><b>RI.1.d</b> Analyze and relate a literary work to source documents of its literary period or to critical perspectives</p> <p><b>RL.5 (CCSS)</b> Analyze how an author's choices concerning how to structure specific parts of a text ... contribute to its overall structure and meaning as well as its aesthetic impact.</p>	<p>Response uses several quotes and paraphrases to explain the form, style, and/or point of view demonstrating an understanding of textual elements most students miss.</p> <p>Response shows a particularly thorough understanding of how historical context influences the text.</p> <p>Response shows a particularly sensitive and subtle understanding of how aspects of the text contribute to its overall structure and meaning as well as aesthetic impact.</p>	<p>Response uses several quotes and paraphrases to explain the form, style, and/or point of view of the text.</p> <p>Response analyzes how historical context influences the text.</p> <p>Response clearly analyzes how aspects of the text contribute to its overall structure and meaning as well as aesthetic impact.</p>	<p>Response uses some quotes and paraphrases to explain the form, style, and/or point of view of the text.</p> <p>Response begins to analyze how historical context influences the text.</p> <p>Response begins to explain how aspects of the text contribute to its overall structure and meaning.</p>	<p>Response summarizes the text at a literal level, but ignores or misreads details.</p> <p>Response does not address how specific word choices.</p> <p>Response does not address how aspects of the text contribute to its overall structure or meaning.</p>	
	<b>Oral Expression and Listening Standards</b>				
	<p><b>OEL.2.a</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)</p> <p><b>OEL.2.a.1</b> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (CCSS: SL.11-12.1a)</p> <p><b>SL.1d (CCSS)</b> Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<p>Comes to discussion prepared to refer to several specific pieces of evidence in texts</p> <p>Consistently adds to others' ideas and expresses ideas clearly and persuasively, in a well-reasoned manner</p> <p>Asks provocative questions, treats peers with respect, and keeps the discussion moving in a meaningful direction.</p> <p>Evaluates the quality of comments and synthesizes the best evidence to deepen understanding.</p>	<p>Comes to discussion prepared to refer to specific pieces of evidence in texts</p> <p>Adds to others' ideas and expresses ideas clearly and persuasively, in a well-reasoned manner</p> <p>Asks appropriate questions, is respectful of peers, and actively participates in discussion.</p> <p>Evaluates the quality of comments and demonstrates learning based on the discussion.</p>	<p>Comes to discussion able to refer to specific pieces of evidence in texts</p> <p>Sometimes adds to others' ideas and expresses ideas clearly and in a well-reasoned manner</p> <p>Participates respectfully in discussion when prompted.</p> <p>Actively listens to peers, giving verbal and nonverbal indicators of understanding and learning.</p>	<p>The student comes to discussion unable to refer to specific pieces of evidence in texts</p> <p>The student's comments are not clearly expressed or well-reasoned</p> <p>Comments are irrelevant or inappropriate to discussion.</p> <p>Seems disengaged based on verbal and nonverbal indicators.</p>