What does it mean to be a "CRA School"?

As a Teacher	As a School
Include an IAKT in each project or problem unit to ensure regular practice on at least some of the Knowledge and Thinking Outcomes. *This is a general recommendation regardless of CRA or not.* Implement two IAKTs over the course of the year that fully align to the Knowledge and Thinking and Written Communication Rubrics. Assess students' work against the combined rubrics. *Doing this is what constitutes a CRA.* Create opportunities for students to get feedback on and revise their work towards a college-ready standard. Cultivate personal expertise in your discipline's rubrics and scoring with those rubrics through calibration trainings locally and through NTN.	Teachers are committed to the "As a Teacher" items and are supported in that work. Staff systematically engages in Looking At Student Work (LASW) protocols and activities as a key part of their professional learning. Quality of student work is a key internal indicator of instructional effectiveness. Students are engaged in conversations about readiness standards and growth over time. Critique, revision, and reflection are key elements of school culture. One or more teachers in each core area are working with NTN to become "calibrated scorers." Processes are in place to collect and monitor important CRA data.

What are some key questions that we are working on together?

As a Teacher	As a School
Which projects/problem units to use for your CRA? (Includes both content fit and time of year) What scaffolding – including support for understanding rubric language – do your students need during their work on and around the CRA? How do you want to use the work students generate during the CRA for their grade? You might focus grades on a subset of indicators and you should find ways of grading that are manageable and promote a growth mindset. How will you map the outcomes for your course in ways that allow for growth and ensure that you go deep on critical content?	How will you help students understand the assessment of their work at a college-ready standard? What role do you want CRA evidence to play in your graduate profile, if any? How will you collect student performance data on their CRA tasks across courses and over the course of their career? What is the relationship between your schools use of CRA and state and district initiatives? How will you navigate the larger assessment landscape in your school, district, state?

NTN Knowledge and Thinking Rubric for ELA Analysis, Grade 12

The ability to reason, problem-solve, develop sound arguments or decisions, and create new ideas by using appropriate sources and applying the knowledge and skills of a discipline.

	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT College Ready	P/A	ADVANCED College Level
ARGUMENT *What is the evidence that the student can develop an argument?*	• Argument is unclear or underdeveloped • Makes unclear or irrelevant claims • One claim dominates the argument and alternative or counterclaims are absent • Draws superficial connections or conclusions		• Makes a somewhat clear, but general argument that reflects passive reading or thinking • Makes relevant claims • Briefly alludes to questions or alternative interpretations when appropriate • Draws general or broad connections or conclusions		• Makes a clear, well developed argument that demonstrates engaged reading and critical thinking • Makes relevant claims that support the argument • Acknowledges questions, counterclaims, or alternative interpretations when appropriate • Makes specific connections and draws meaningful conclusions		• Makes a clear, well developed, and convincing argument that demonstrates engaged reading and original critical thinking • Makes relevant and significant claims that support the argument • Acknowledges and responds to questions, counterclaims, or alternative interpretations to sharpen the argument when appropriate • Makes insightful connections, draws meaningful conclusions and raises important implications
EVIDENCE *What is the evidence that the student can support the argument?*	• Refers to limited textual evidence (reasons, examples, or quotations) relevant to argument • Makes no reference to the author's point of view or purpose in a text		• Relies on one or two reasons, examples, or quotations relevant to argument • Briefly notes the author's point of view or purpose in a text		• Refers to detailed textual evidence (reasons, examples, and quotations) relevant to argument • Determines the author's point of view or purpose in a text and its impact on overall meaning		• Refers to most important textual evidence (reasons, examples, and quotations) relevant to argument • Evaluates author's point of view or purpose in a text and its impact on overall meaning and credibility of ideas
ANALYSIS *What is the evidence that the student can analyze evidence?*	• Demonstrates minimal understanding of text(s) • Summarizes but does not analyze or evaluate ideas or claims • Makes no reference to author's choices to support central ideas or claims		• Demonstrates a basic understanding of text(s) • Summarizes and attempts to analyze the central ideas or claims • Briefly refers to the author's choices (e.g., language use, literary/rhetorical devices, organization) that support central ideas of claims		• Demonstrates comprehensive understanding of text(s) including both explicit and inferred meanings • Analyzes the central ideas or sequence of events and their development over the course of the text(s) • Analyzes how author's choices made by the author (e.g., language use, literary/rhetorical devices, organization) support central ideas or claims		• Demonstrates comprehensive and critical understanding of text(s), including both explicit and inferred meanings • Analyzes and evaluates complex ideas or sequence of events and explains how individuals, ideas, or events interact and develop over the course of the text(s) • Analyzes how author's choices (e.g., language use, literary/rhetorical devices, organization) support central ideas or claims and the effectiveness of the text

Adapted by New Tech Network, June 6, 2013

NTN Knowledge and Thinking Rubric for ELA Research or Argumentation, Grade 12

The ability to reason, problem-solve, develop sound arguments or decisions, and create new ideas by using appropriate sources and applying the knowledge and skills of a discipline.

	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT College Ready	P/A	ADVANCED College Level
ARGUMENT *What is the evidence that the student can develop an argument?*	• Argument is unclear or underdeveloped • Makes unclear or irrelevant claims • Discussion of questions or counterclaims (when appropriate) is unclear or absent • Does not explain background and context of topic/issue • Draws superficial connections or conclusions		• Makes a somewhat clear, but general argument that reflects passive reading or thinking • Makes relevant claims • Briefly alludes to a questions or counterclaims when appropriate • Somewhat explains background and context of topic/issue • Draws general or broad connections or conclusions		• Makes a clear and well-developed argument that demonstrates engaged reading and critical thinking • Makes relevant claims that support the argument • Acknowledges questions or counterclaims when appropriate • Explains background and context of topic/issue • Makes specific connections and draws meaningful conclusions		• Makes a clear, well developed, and convincing argument that demonstrates engaged reading and original critical thinking • Makes relevant and significant claims that support the argument • Acknowledges and responds to questions or counterclaims to sharpen the argument when appropriate • Thoroughly explains background and context of topic/issue • Makes insightful connections and draws meaningful conclusions, and raises important questions
EVIDENCE *What is the evidence that the student can support the argument?*	• Refers to evidence from few sources; some sources may not be relevant to argument • Limited use of information and/or examples • Makes note of a general difference in perspectives among authors on a topic without specific details (when appropriate)		• Refers to limited evidence (print/digital) relevant to argument • Information and/or examples are used to illustrate one author's point of view • Briefly notes and dismisses inconsistent information or a difference among authors on the same topic (when appropriate)		• Refers to detailed evidence (print/digital) relevant to argument • Information and/or examples are used to illustrate multiple authors' point(s) of view • Discusses inconsistent information or a difference among authors on the same topic (when appropriate)		• Refers to extensive and comprehensive evidence (print/digital) relevant to argument • Information and/or examples are used to illustrate multiple authors' point(s) of view and justify the argument • Weighs and evaluates inconsistent information or a difference among authors on the same topic (when appropriate)
ANALYSIS *What is the evidence that the student can analyze evidence?*	• Restates information from multiple sources. • Expresses broad agreement with a source's perspective without assessing the strength or limitation of the source.		• Summarizes evidence from multiple sources related to the argument. • Minimally addresses the strength or limitation of one important source (when appropriate).		• Synthesizes evidence from multiple sources related to the argument • Assesses the strengths or limitations of most important sources to support the argument or claims (when appropriate)		• Synthesizes and critiques evidence from multiple sources related to the argument • Assesses the strengths and limitations of most important sources to support or refute argument or claims (when appropriate)

Adapted by New Tech Network, June 1st, 2013

NTN Knowledge and Thinking Rubric for History/Social Science Research or Inquiry, Grade 12

The ability to reason, problem-solve, develop sound arguments or decisions, and create new ideas by using appropriate sources and applying the knowledge and skills of a discipline.

	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT College Ready	P/A	ADVANCED College Level
INQUIRY[1] *What is the evidence that the student can ask a historical/social science question?*	• Question's relevance to the topic is unclear • Question is too broad or narrow in scope to allow for adequate investigation		• Question is relevant to the chosen topic • Question is specific and targeted enough to guide initial investigation		• Question is relevant and important in relation to the chosen topic • Question can be investigated given available resources		• Question is relevant and important in relation to the chosen topic • Question is specific and challenging and can be investigated given available resources
ARGUMENT *What is the evidence that the student can develop a historical/social scientific argument?*	• Thesis is unclear or underdeveloped • Makes unclear or irrelevant claims • One claim dominates the argument and alternate or counterclaims are absent		• Thesis is relevant to the prompt or research question • Makes claims relevant to the thesis • Mentions questions or counterclaims		• Thesis clearly answers the prompt or research question • Makes relevant, specific claims that support the thesis • Discusses questions or counterclaims		• Thesis is precise and nuanced and clearly answers the prompt or research question • Makes relevant, specific, and significant claims that support the thesis • Develops and responds to questions or counterclaims to sharpen the argument
EVIDENCE *What is the evidence that the student can select sources and support the argument?*	• One or two credible sources that share perspective are consulted • Evidence is over-reliant on one source. • Evidence is irrelevant OR absent		• Multiple credible sources are consulted • Refers to evidence from few sources • Evidence, including information and quotations, is included and supports the argument		• Sources consulted are credible and vary in perspective OR format (e.g., text, graphic, visual media, etc.) • Evidence from relevant primary and secondary sources is used in major parts of the argument • Evidence, including information and quotations, is explained to support the argument		• A variety of sources, both in perspective AND format (e.g., text, graphic, visual media, etc.) are consulted • Evidence from relevant and significant primary and secondary sources is used throughout the argument • A synthesis of evidence clearly, accurately, and convincingly supports the argument

[1] This domain is to be scored only for tasks that require that students design their own projects or tasks.

Adapted by New Tech Network, June 6, 2013

ANALYSIS *What is the evidence that the student can analyze sources?*	• Information from sources is indiscriminately presented as fact • One source dominates the argument		• Uses the date or origins of a source to pose questions • Compares points of view or information from different sources		• Uses the date and origins of a source to understand its contents or author's point of view • Compares sources and notes discrepancies between them		• Uses the dates and origins of sources to understand authors' purposes and perspectives and content of the sources • Compares sources, noting discrepancies and challenging them with other information or explaining them
CONTENT *What is the evidence that the student knows and can use accurate and relevant historical/social scientific content?*	• Historical/social scientific content is absent and/or contains significant inaccuracies • Connections to particular historical/social science contexts are absent		• Historical/social scientific content is limited but accurate • Mentions relevant (e.g. historical, political, social, cultural) contexts in relation to topic		• Content is detailed, accurate, and supports the argument • Includes a discussion of relevant (e.g. historical, political, social, cultural) contexts		• Content is accurate, conveys depth and breadth of knowledge on topic, and seamlessly supports the argument • Situates issue in relevant and significant (e.g. historical, political, social, cultural) contexts

NTN Knowledge and Thinking Rubric for Math Problem Solving, Grade 12

The ability to reason, problem-solve, develop sound arguments or decisions, and create new ideas by using appropriate sources and applying the knowledge and skills of a discipline.

	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT College Ready	P/A	ADVANCED College Level
PROBLEM SOLVING *What is the evidence that the student understands the problem and the mathematical strategies that can be used to arrive at a solution?*	• Does not provide a model • Ignores given constraints • Uses few, if any, problem solving strategies		• Creates a limited model to simplify a complicated situation • Attends to some of the given constraints • Uses inappropriate or inefficient problem solving strategies		• Creates a model to simplify a complicated situation • Analyzes all given constraints, goals and definitions • Uses appropriate problem solving strategies		• Creates a model to simplify a complicated situation and identifies limitations of model • Analyzes all given constraints, goals and definitions and implied assumptions • Uses novel problem solving strategies and/or strategic use of tools
REASONING AND PROOF *What is the evidence that the student can apply mathematical reasoning/procedures in an accurate and complete manner?*	• Provides incorrect solutions without justifications • No evidence of monitoring for reasonableness • Results are not interpreted in terms of context		• Provides partially correct solutions or correct solution without logic or justification • Monitors for reasonableness in final answer • Results are interpreted partially or incorrectly in terms of context		• Constructs logical, correct, complete solution • Monitors for reasonableness in final answer and adapts appropriately • Results are interpreted correctly in terms of context		• Constructs logical, correct, complete solution with justifications • Monitors for reasonableness, identifies sources of error, and adapts appropriately • Interprets results correctly in terms of context, indicating the domain to which a solution applies
CONNECTIONS *What is the evidence that the student understands the relationships between the concepts, procedures, and/or real-world applications inherent in the problem?*	• Does not identify the underlying mathematical structures of the given problem • Little or no evidence of applying previous math knowledge to given problem		• Identifies the underlying mathematical structures of the given problem • Applies previous math knowledge to given problem but may include reasoning or procedural errors		• Identifies the underlying mathematical structures and makes connections to similar problems set in different contexts • Applies and extends math previous knowledge correctly to given problem		• Identifies and generalizes the underlying mathematical structures of the given problem to other seemingly unrelated problems or applications • Applies and extends previous knowledge correctly to given problem; makes appropriate use of derived results
COMMUNICATION AND REPRESENTATION *What is the evidence that the student can communicate mathematical ideas to others?*	• Uses representations (diagrams, tables, graphs, formulas) in ways that confuse the audience • Uses incorrect definitions or inaccurate representations		• Uses representations (diagrams, tables, graphs, formulas), though correct, do not help the audience follow the chain of reasoning; extraneous representations may be included • Uses imprecise definitions or incomplete representations with missing units of measure or labeled axes		• Uses multiple representations (diagrams, tables, graphs, formulas) to help the audience follow the chain of reasoning • With few exceptions, uses precise definitions and accurate representations including units of measure and labeled axes		• Uses multiple representations (diagrams, tables, graphs, formula) and key explanations to enhance the audience's understanding of the solution; only relevant representations are included • Uses precise definitions and accurate representations including units of measure and labeled axes; uses formal notation

Adapted by New Tech Network, June 6, 2013

NTN Knowledge and Thinking Rubric for Scientific Research, Grade 12

The ability to reason, problem-solve, develop sound arguments or decisions, and create new ideas by using appropriate sources and applying the knowledge and skills of a discipline

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INITIATING THE INQUIRY

What is the evidence that the student can formulate questions and models that can be explored by scientific investigations as well as articulate a testable hypothesis?

	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT College Ready	P/A	ADVANCED College Level
ASKING QUESTIONS	• Formulates a general scientific question • Provides limited or irrelevant content information		• Formulates a specific scientific question • Provides general content information that is related to the question		• Formulates a specific and empirically testable scientific question • Provides specific and relevant content information to support the question		• Formulates a specific, testable, and challenging scientific question • Provides specific and relevant content information to provide insight into the inquiry
DEVELOPING AND USING MODELS	• Drawings, diagrams, or models relevant to the investigation includes major conceptual or factual errors, or are missing • Discussion on limitations or accuracy of model as a representation of the system or process is flawed or missing		• Constructs generally accurate drawings, diagrams, or models to represent the process or system to be investigated • Makes note of limitations or accuracy of model as a representation of the system or process		• Constructs accurate drawings, diagrams, or models to represent the process or system to be investigated • Explains limitations and accuracy of model as a representation of the system or process		• Constructs accurate and detailed drawings, diagrams, or models to represent the process or system to be investigated and provides an explanation of the representation • Explains limitations and accuracy of model as a representation of the system or process and discusses how the model might be improved
STATING A HYPOTHESIS (WHEN APPROPRIATE)	• Articulates a prediction that has limited relationship to the question under investigation		• Articulates a relevant prediction of the expected results, but variables are unclearly stated		• Articulates a hypothesis about the investigated question, with a basic and accurate description of the variables (“if.. then…”)		• Articulates a hypothesis about the investigated question, with accurate and specific explanation of the relationship between variables (“if.. then…because”)

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PLANNING AND CARRYING OUT INVESTIGATIONS

What is the evidence that the student can design and perform investigations to explore natural phenomena?

	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT College Ready	P/A	ADVANCED College Level
DESIGNING THE INVESTIGATION	• Experimental design is not aligned to the testable question • Discussion of how the model can guide or inform the design or an aspect of the design is missing		• Experimental design is related but not explicitly aligned to testable question • States in general terms how model was used to guide, inform, or test the design or an aspect of the design		• Aligns experimental design with testable question • Explains how model was used to guide, inform, or test the design, or an aspect of the design		• Explains the alignment between the experimental design and the testable question • Explains how model was used to guide, inform, or test the design, or an aspect of the design
IDENTIFYING VARIABLES	• Identifies variables of investigation but confuses dependent and independent variables • Makes no connection between the experimental design and variables		• Accurately identifies the relevant independent and dependent variables • States how the experimental design will control relevant independent variables		• Accurately identifies and explains why dependent and independent are in the investigation • Explains how the experimental design will control relevant independent variables		• Accurately identifies and explains why the variables are dependent and independent in the investigation and identifies possible confounding variables and their potential effects • Explains how the experimental design will control relevant independent variables, and the possible confounding variables or effects
DEVELOPING PROCEDURES	• Includes vague or incomplete lab procedures; or uses inappropriate tools, instruments, or types of measurement • Amount of data to be collected is omitted		• Describes lab procedures including tools/ instruments used, but is not clear or detailed enough to be replicated • States the amount of data to be collected with no rationale		• Describes detailed, clear, and replicable lab procedures including tools /instruments and types of measurements gathered • Provides a rationale for the appropriate amount of data needed to produce reliable measurements		• Describes detailed, clear, and replicable lab procedures including rationale for using the tools /instruments and types of measurements gathered • Provides a rationale for the appropriate amount of data needed to produce reliable measurements
COLLECTING DATA	• Gathers data from a single trial of the experiment • Limitations or precision of data are not mentioned		• Gathers data from several repetitions of the experiment that are clearly outside the reasonable range • Mentions limitation or precision of data		• Gathers data from several repetitions of the experiment that are not consistent within a reasonable range • Explains limitation or precision of data		• Gathers data from several repetitions of the experiment that are consistent within a reasonable range • Explains limitation or precision of data and impact on conclusions

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REPRESENTING ANALYZING, AND INTERPRETING THE DATA

What is the evidence that the student can organize, analyze, and interpret the data?

	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT College Ready	P/A	ADVANCED College Level
USING MATHEMATICS AND COMPUTATIONAL THINKING (WHEN APPROPRIATE)	• Expresses relationships and quantities (units) using mathematical conventions with major errors • Evaluation of whether the mathematical computation results "make sense" is omitted		• Expresses relationships and quantities (units) using mathematical conventions with minor errors • Makes note of whether the mathematical computation results "makes sense" without reference to the expected outcome		• Accurately expresses relationships and quantities (units) using appropriate mathematical conventions • Explains whether the mathematical/computation results "make sense" in relationship to the expected outcome		• Accurately and consistently expresses relationships and quantities (units) using appropriate mathematical conventions • Consistently evaluates whether the mathematical/computation results "make sense" in relationship to the expected outcome
ANALYZING THE DATA	• Analyzes data using inappropriate methods or with major errors or omissions • Consistency of outcome with initial hypothesis, when appropriate, is not compared		• Accurately analyzes data using appropriate methods with minor omissions • Compares consistency of outcome with initial hypothesis, when appropriate		• Accurately analyzes data in using appropriate and systematic methods to identify patterns • Compares consistency of outcome with initial hypothesis when appropriate and identifies possible sources of error		• Accurately analyzes data in using appropriate and systematic methods to identify and explain patterns • Compares and explains consistency of outcome with initial hypothesis, when appropriate and explains possible sources of error and impact of errors
GENERATING INTREPRETA-TIONS	• Inferences drawn from data are absent • Makes no mention of variables needing further investigation		• Draws inferences from data without discussing strengths or weaknesses • Makes note of variables that need further investigation		• Explains the strengths OR weaknesses of the inferences drawn from data using grade appropriate techniques • Suggests relationships or interactions between variables worth further investigation		• Explains the strengths AND weaknesses of the inferences drawn from data using grade appropriate techniques • Suggests relationships or interactions between variables worth further investigation and poses new analysis or study

CONSTRUCTING EVIDENCE-BASED ARGUMENTS AND COMMUNICATING CONCLUSIONS

What is the evidence that the student can articulate evidence-based explanations and effectively communicate conclusions?

	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT College Ready	P/A	ADVANCED College Level
CONSTRUCTING EVIDENCE-BASED ARGUMENTS	• Argument is missing or unclear; supporting data or scientific theory are missing • Counterclaim (possible weaknesses in scientific arguments or in their own argument) is missing		• Constructs a scientific argument and mentions data OR acceptable scientific content or theory but does not explain how it supports the claim • Identifies a counterclaim (possible weaknesses in scientific arguments or in one's own argument) without mentioning evidence		• Constructs a scientific argument, explaining how data and acceptable scientific content or theory support the claim • Identifies a counterclaim (possible weaknesses in scientific arguments or in one's own argument) using evidence		• Constructs and evaluates a scientific argument explaining how data and acceptable scientific content or theory support the claim • Explains and evaluates a counterclaim (possible strengths and weaknesses in scientific arguments or in one's own argument) using evidence
COMMUNICATING FINDINGS	• Attempts to use multiple representations to communicate conclusions with inaccuracies or major inconsistencies with the evidence • Implies conclusions with no discussion of limitations		• Uses multiple representations (words, tables, diagrams, graphs and/or mathematical expression) to communicate conclusions with minor inconsistencies with the evidence • States conclusions and general discussion of limitations		• Uses multiple representations (words, tables, diagrams, graphs, and/or mathematical expressions) to communicate clear conclusions consistent with the evidence • Explains conclusions with specific discussion of limitations		• Uses multiple representations (words, tables, diagrams, graphs, and/or mathematical expressions) to communicate clear and specific conclusions consistent with the evidence • Explains conclusions and impact of limitations or unanswered questions
FOLLOWING CONVENTIONS	• Uses language and tone inappropriate to the purpose and audience • Attempts to follow the norms and conventions of scientific writing with major, consistent errors, for example in the use of scientific/technical terms, quantitative data, or visual representations		• Uses language and tone appropriate to the purpose and audience with minor lapses • Follows the norms and conventions of scientific writing with consistent minor errors, for example in the use of scientific or technical terms, quantitative data, or visual representations		• Uses language and tone appropriate to the purpose and audience • Follows the norms and conventions of scientific writing, including accurate use of scientific/technical terms, quantitative data, and visual representations		• Uses language and tone appropriate to the purpose and audience • Consistently follows the norms and conventions of scientific writing, including accurate use of scientific/technical terms, quantitative data, and visual representations

Adapted by New Tech Network, June 1st, 2013

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NTN Knowledge and Thinking Rubric for Science Argumentation, Grade 12

The ability to reason, problem-solve, develop sound arguments or decisions, and create new ideas by using appropriate sources and applying the knowledge and skills of a discipline.

	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT College Ready	P/A	ADVANCED College Level
ARTICULATING A SCIENCE-RELATED ISSUE *What is the evidence that the student can articulate a clear issue and explain its scientific context?*	• The scientific, social or technological significance of the issue is missing, vague, or unclear • Scientific content is limited and/or contains inaccuracies • Does not situate the issue within any other context		• The scientific, social or technological significance of the issue is clear, but lends itself to readily available answers • Scientific content is limited but accurate • Makes references to another context		• The scientific, social, or technological, significance of the issue is thoughtful and lends itself to a challenging research project • Scientific content is clear, detailed and relevant • Situates issue in a cultural, historical, and/or global context		• The scientific, technological or social significance of the issue is thought-provoking and lends itself to a challenging and interesting research project • Scientific content is clear, detailed, accurate, and relevant, and conveys depth and breadth of knowledge on the topic • Situates the issue within their genres: cultural, historical, global context and elaborates on the significance of the issue in these contexts
ARGUMENT *What is the evidence that the student can develop an argument?*	• Argument is unclear or underdeveloped • Makes unclear or irrelevant claims • One claim dominates the argument and alternative or counterclaims are absent		• Makes a somewhat clear, but general argument • Makes relevant claims • Briefly alludes to questions or counterclaims		• Makes a clear and well developed argument • Makes relevant claims that support the argument • Acknowledges questions or counterclaims		• Makes a clear, well developed, precise, and nuanced argument • Makes relevant and significant claims that support the argument • Acknowledges and responds to questions or counterclaims to sharpen the argument

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EVIDENCE *What is the evidence that the student can support the argument?*	• Refers to evidence from few sources; some sources may not be relevant • Limited use of data and/or examples • Makes note of a general difference in perspectives on a topic without specific details		• Refers to limited evidence (textual, experimental, or multimedia) relevant to argument • Data and/or examples are used to illustrate one point of view • Briefly notes and dismisses inconsistent information or a difference among authors on the same topic		• Refers to sufficient and detailed evidence (textual, experimental, or multi-media) relevant to argument • Data and/or examples are used to illustrate varying points of view • Discusses inconsistent information and differences among authors on the same topic		• Refers to extensive and comprehensive evidence (textual, experimental, or multimedia) relevant to argument • Data and/or examples are used to illustrate different points of view and justify the claim • Weighs and evaluates inconsistent information and differences among authors on the same topic
ANALYSIS *What is the evidence that the student can analyze evidence?*	• Restates information from multiple sources • Expresses broad agreement with a source's perspective without assessing the strength or limitation of the source		• Summarizes evidence from multiple sources related to the argument • Minimally addresses the strength or limitation of one important source		• Synthesizes evidence from multiple sources related to the argument • Assesses the strengths or limitations of most important sources to support the argument or claims		• Synthesizes and critiques evidence from multiple sources related to the argument • Assesses the strengths and limitations of most important sources to support or refute the argument or claim
CONCLUSION *What is the evidence that the student can draw logical and sound conclusions?*	• Conclusions are stated vaguely or generally, or are implausible • Conclusions are overstated or overdrawn		• Conclusions are logical, and generally plausible; no further implications are raised • Briefly notes limitations or unanswered questions		• Conclusions are logical and well supported; raises plausible implications • Discusses limitations and/or unanswered questions		• Conclusions are logical, well supported, and insightful, and raise important implications • Discusses limitations, unanswered questions, and/or considers alternative explanations

Adapted by New Tech Network, June 6, 2013

NTN Written Communication Rubric, Grade 12

The ability to effectively communicate knowledge and thinking through writing by organizing and structuring ideas and using discipline appropriate language and conventions.

	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT College Ready	P/A	ADVANCED College Level
ORGANIZATION *What is the evidence that the student can organize and structure ideas for effective communication?*	• Argument/thesis/ controlling idea is unclear or not evident throughout the text • Ideas and evidence are disorganized, underdeveloped, or loosely sequenced making relationships unclear • No transitions are used • Conclusion, when appropriate, is absent or restates the introduction or prompt.		• Argument/thesis/ controlling idea is evident but not consistently present throughout text • Ideas and evidence are organized but not sufficiently developed or logically sequenced to show relationships • Transitions connect ideas with minor lapses • Conclusion, when appropriate, goes beyond the introduction.		• Argument/thesis/controllin g idea is presented clearly and consistently throughout text • Ideas and evidence (including claims and counterclaims, as appropriate) are developed and logically sequenced to show clear relationships • Transitions connect ideas • Conclusion, when appropriate, follows from or supports the argument.		• Argument/thesis/controlli ng idea is presented clearly and consistently throughout text, and drives the organization of the text • Ideas are fully developed and logically sequenced to present a coherent whole • Transitions guide the reader through the development and reasoning of the claim/controlling idea • Conclusion, when appropriate, is logical and raises important implications.
LANGUAGE AND CONVENTIONS *What is the evidence that the student can use language skillfully to communicate ideas?*	• Language, style, and tone are inappropriate to the purpose and audience. • **Attempts to follow** the norms and conventions of writing in the discipline/genre with **major, consistent errors** • Has an accumulation of errors in grammar, usage, and mechanics that distracts or interferes with meaning • When appropriate for the task, textual citation is missing or incorrect		• Language, style, and tone are appropriate to the purpose and audience with minor lapses. • Follows the norms and conventions of writing in the discipline/genre with **consistent minor errors** • Has some minor errors in grammar, usage, and mechanics that partially distract or interfere with meaning • When appropriate for the task, cites textual evidence with some minor errors		• Language, style, and tone are appropriate to the purpose and audience* • Follows the norms and conventions of writing in the discipline/genre** • Is generally free of distracting errors in grammar, usage, and mechanics • When appropriate for the task, cites textual evidence consistently and accurately		• Language, style, and tone are tailored to the purpose and audience. • **Consistently** follows the norms and conventions of writing in the discipline/genre • Is free from errors in grammar, usage, and mechanics • When appropriate for the task, cites textual evidence consistently and accurately

Adapted by New Tech Network, June 6, 2013

IAKT Task Checklist

Category	Requirements for an IAKT
Core Content and Alignment with College and Career Ready Standards	**First, be sure that…** ☐ Task addresses content central to the discipline and class ☐ Task requires students to think deeply about content, e.g. engaging students in application/analysis/synthesis ☐ Task is appropriately challenging, addressing content suitable to the grade level and student learning trajectory ☐ Task requires students to go beyond prior knowledge to use evidence from their learning/text(s) in their response **An Exceptional IAKT also:** ☐ Addresses big ideas or enduring understandings central to the discipline ☐ Engages students in complex, higher order thinking skills important to the discipline
Skill Assessment	☐ Task is substantial enough to allow assessment of students' Knowledge and Thinking and Written Communication skills ☐ **If the task is a CRA:** Task is substantial enough to allow assessment of students' skills on the entire Knowledge and Thinking and Written Communication rubrics. ☐ Task requires an individual written product or a written product with a substantial individual component even when students are working in groups, allowing assessment of individual skills
Task Prompt Clarity	☐ Task prompt: includes a driving question (when appropriate), what students will be reading or considering, and active verb/s to describe how students will be processing and writing about information. *Templates help with this item.* ☐ Task is understandable as written, i.e. prompt wording is clear and concise **An Exceptional IAKT is also:** ☐ Worded precisely to give students a clear purpose for writing and unambiguous directions
Authenticity and Engagement	☐ Task moves students on a trajectory towards the kinds of reading, writing, and thinking about content done by professionals and experts in the discipline ☐ Task is integrated into the project: completing the task helps students meet the content or product goals of the project ☐ Task allows for students to make important choices ☐ Task allows for diverse responses, as appropriate ☐ Content can be made meaningful for students, connecting to their lives, needs of community, important topics, etc. **An Exceptional IAKT also:** ☐ Engages students for the same purposes, in the same writing types, and for the same audiences as professionals who write about the content ☐ Is essential to completing the overall project successfully

If you're also assessing the scaffolding:

Task Scaffolding	☐ Scaffolding is carefully designed to support students in the development of targeted skills ☐ Scaffolding is organized and sequenced to guide students through procedural and cognitive demands of the task ☐ Scaffolding is interactive, differentiated, promotes discourse, and/or uses models ☐ Scaffolding supports student agency in meeting the demands of a challenging task ☐ Resources/texts are appropriate to the task demands and are varied in complexity and type to meet the needs of diverse students