

Model Text Analysis Rubric: Peer Review Tool

Model Response

Mosley introduces the claim that “fiction...can offer escape” by stating that through “crime shows, mysteries, and films” we can alleviate our feelings of guilt and vulnerability. Mosley believes that fiction connects to our feeling of fear as well. Someone in fiction cares if an innocent bystander gets hurt. The figures who care about how vulnerable we are in these fictional accounts are “heroes who can’t let us down.” Mosley further refines this claim by stating that we can be “saved” through our escape through fiction as well as be “forgiven” for the “sinful desires” that feed our guilt. Mosley says, “We need forgiveness and someone to blame,” and fiction offers us both.

Model Text Analysis Rubric: Peer Review Tool (Criterion 1)

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
Selected Score level (choose one based on the description of the student work)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Content and Analysis: The extent to which the response conveys complex ideas and information clearly and accurately in order to respond to the task and support an analysis of the text.</p> <p>(W.9-10.2, W.9-10.9, RI.9-10.2, RI.9-10.5)</p>	<p>Introduce a well-reasoned claim regarding the development of a central idea.</p> <p>Demonstrate a thoughtful analysis of the author’s use of specific details to shape and refine the central idea.</p> <p>and/or</p> <p>Demonstrate a thoughtful analysis of how the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</p>	<p>Introduce a clear and focused claim regarding the development of a central idea.</p> <p>Demonstrate an appropriate analysis of the author’s use of specific details to shape and refine the central idea.</p> <p>and/or</p> <p>Demonstrate an appropriate analysis of how the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</p>	<p>Introduce a claim regarding the development of a central idea.</p> <p>Demonstrate a superficial and/or mostly literal analysis of the author’s use of specific details to shape and refine the central idea.</p> <p>and/or</p> <p>Demonstrate a superficial and/or mostly literal analysis of how the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</p>	<p>Introduce a confused or incomplete claim.</p> <p>and/or</p> <p>Demonstrate a minimal analysis of the author’s use of details to shape and refine the central idea.</p> <p>and/or</p> <p>Demonstrate a minimal analysis of how the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</p>
Evidence for score (2–3 sentences describing rationale for score level given)	In this response the claim is introduced clearly and in precise detail. The response is focused around the central idea, but there could be more reasoning regarding the development of the idea in the text. This response demonstrates an appropriate analysis but could use more specific details.			
Summary of observations and specific suggestions for improvement in this criterion (4–7 sentences summarizing strengths and weaknesses of writing and how the student can make improvements to the student work.)	Overall this is a strong response that analyzes the claim Mosley is making about fiction in the text. There is some work that can be done around the idea of why Mosley says we connect with fiction. The feeling of fear is present, but the writer addresses it only superficially and could do a better job connecting it to the central ideas of guilt and vulnerability. To improve this response, consider how guilt and vulnerability contribute to our interest in fiction and also connect that interest to more sections of the article (e.g., why Mosley says we feel guilty in the first place).			

Model Text Analysis Rubric: Peer Review Tool (Criterion 2)

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
Selected Score level (choose one based on the description of the student work)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Command of Evidence: The extent to which the response presents evidence from the provided text to support analysis. (W.9-10.2.a, W.9-10.9)	Present ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis.	Present ideas sufficiently, making adequate use of relevant evidence to support analysis.	Present ideas inconsistently, inadequately, and/or inaccurately in an attempt to support analysis, making use of some evidence that may be irrelevant.	Present little or no evidence from the text.
Evidence for score (2–3 sentences describing rationale for score level given)	This response presents ideas clearly, and the author repeatedly refers back to the text to support his claims. The response quotes the Mosley text often, using specific words and sentences from “True Crime” to support analysis. Still, the author could explain the quotes more.			
Summary of observations and specific suggestions for improvement in this criterion (4–7 sentences summarizing strengths and weaknesses of writing and how the student can make improvements to the student work.)	The author could provide more explanation about how the textual references connect to the claim. For instance, the author could expand on or provide a specific example of how fictional “heroes” care about “how vulnerable we are.”			

Text Analysis Rubric: Peer Review Tool (Criterion 1)

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<p>Content and Analysis: The extent to which the response conveys complex ideas and information clearly and accurately in order to respond to the task and support an analysis of the text.</p> <p>(W.9-10.2, W.9-10.9, RI.9-10.2, RI.9-10.5)</p>	<p>Introduce a well-reasoned claim regarding the development of a central idea.</p> <p>Demonstrate a thoughtful analysis of the author’s use of specific details to shape and refine the central idea.</p> <p>and/or</p> <p>Demonstrate a thoughtful analysis of how the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</p>	<p>Introduce a clear and focused claim regarding the development of a central idea.</p> <p>Demonstrate an appropriate analysis of the author’s use of specific details to shape and refine the central idea.</p> <p>and/or</p> <p>Demonstrate an appropriate analysis of how the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</p>	<p>Introduce a claim regarding the development of a central idea.</p> <p>Demonstrate a superficial and/or mostly literal analysis of the author’s use of specific details to shape and refine the central idea.</p> <p>and/or</p> <p>Demonstrate a superficial and/or mostly literal analysis of how the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</p>	<p>Introduce a confused or incomplete claim.</p> <p>and/or</p> <p>Demonstrate a minimal analysis of the author’s use of details to shape and refine the central idea.</p> <p>and/or</p> <p>Demonstrate a minimal analysis of how the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</p>
Evidence for score (2–3 sentences describing rationale for score level given)				
Summary of observations and specific suggestions for improvement in this criterion (4–7 sentences summarizing strengths and weaknesses of writing and how the student can make improvements to the student work.)				

Text Analysis Rubric: Peer Review Tool (Criterion 2)

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
Selected Score level (choose one based on the description of the student work)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Command of Evidence: The extent to which the response presents evidence from the provided text to support analysis. (W.9-10.2.a, W.9-10.9)	Present ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis.	Present ideas sufficiently, making adequate use of relevant evidence to support analysis.	Present ideas inconsistently, inadequately, and/or inaccurately in an attempt to support analysis, making use of some evidence that may be irrelevant.	Present little or no evidence from the text.
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