

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

INQUIRY INTO CONTEMPORARY TEXTS AND ISSUES

Grade 12

English Department

2019

Curriculum Writing Team

Adeline Marzialo

Department Chair

Ashley Gomes

English Teacher, Trumbull High School

Marika Sagnella

English Teacher, Trumbull High School

Hope Spalla

English Teacher, Trumbull High School

Jonathan S. Budd, Ph.D., Assistant Superintendent of Curriculum, Instruction, & Assessments

Inquiry into Contemporary Texts and Issues
Grade 12
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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Inquiry into Contemporary Texts and Issues will focus on non-fiction full-length texts and essays related to contemporary issues in the United States. Through an inquiry-based approach, students will critically examine systems, institutions, and events. Students will engage in high-level, text-based, independent and collaborative authentic assessments as they explore possible solutions to issues they and their peers identify.

Focusing on the concept of fair and just relations between individuals and society, and seeking to give voice to the issues and concerns of humanity regardless of differences, the course allows interested seniors to explore and question areas of personal interest.

Students may take the course at the Advanced College-Preparatory or the Honors level; for Honors credit, a student will produce a portfolio at the end of each marking period, including 2-3 additional reflective writing assignments of 250-300 words, each based on additional research leading to 2-3 additional articles related to the student's individual area of inquiry.

COURSE GOALS

The following course goals derive from the 2010 Connecticut Core Standards.

CCS.ELA-Literacy.RI.11-12.2

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CCS.ELA-Literacy.RI.11-12.6

Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

CCS.ELA-Literacy.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CCS.ELA-Literacy.W.11-12.1.a	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
CCS.ELA-Literacy.W.11-12.1.b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
CCS.ELA-Literacy.W.11-12.1.c	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
CCS.ELA-Literacy.W.11-12.1.d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCS.ELA-Literacy.W.11-12.1.e	Provide a concluding statement or section that follows from and supports the argument presented.
CCS.ELA-Literacy.W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
CCS.ELA-Literacy.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCS.ELA-Literacy.SL.11-12.1	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.

CCS.ELA-Literacy.SL.11-12.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

CCS.ELA-Literacy.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

COURSE ENDURING UNDERSTANDINGS

Students will understand that . . .

- the concept of identity is a complex one, shaped by personal experiences and societal conditions and articulated in non-fiction writing.
- they, as individuals in society, can impact and contribute to that society in a positive way, as articulated in non-fiction writing.
- there is a complex relationship between history, current events, and texts that have been and are written.
- respectful acknowledgment of differences, ideas, and points of view promotes appropriate civic discourse.

COURSE ESSENTIAL QUESTIONS

- How does one use personal experiences and societal conditions to define oneself?
- How does one acknowledge differing perspectives and viewpoints while still maintaining one's own?
- What effect do historical events have on current issues?
- What is one's responsibility to the betterment of society, and how does one make a positive contribution to society?

COURSE KNOWLEDGE & SKILLS

Students will be able to . . .

- inquire about a particular societal issue through texts related to current events.
- determine and evaluate the central idea, point of view, and purpose of a text.
- determine and evaluate the effectiveness of a text in achieving its purpose.

- create and support a claim while addressing any counterclaims that arise.
- use inclusive language that respects and supports differences.
- utilize technology to effectively produce a digital portfolio synthesizing their inquiry-based research.

COURSE SYLLABUS

Course Name

Inquiry into Contemporary Texts and Issues

Level

Honors or Advanced College-Preparatory

Prerequisites

Successful completion of grades 9, 10, & 11 English.

Materials Required

None

General Description of the Course

Inquiry into Contemporary Texts and Issues will focus on non-fiction full-length texts and essays related to contemporary issues in the United States. Through an inquiry-based approach, students will critically examine systems, institutions, and events. Students will engage in high-level, text-based, independent and collaborative authentic assessments as they explore possible solutions to issues they and their peers identify.

Assured Assessments

Formative Assessments:

- Interactive reading journal (Units 1, 2, 3)
- Engagement in small-group discussions (Units 2, 3)

Summative Assessments:

- Shared Inquiry Discussion (Unit 1)
- Argumentative essay (Unit 2)
- Final project website (Unit 3)

Core Texts

- Adams, Marianne, et al., Eds. *Readings for Diversity and Social Justice*. 4th ed. New York: Routledge, 2018. Print.
- Documentary related to the teacher-selected topic of inquiry
- Various articles and digital texts related to the student-selected topic of inquiry, including one of:
 - Desmond, Matthew. *Evicted: Poverty and Profit in the American City*. New York: Random House, 2016. Print.
 - Ehrenreich, Barbara. *Nickel and Dimed: On (Not) Getting By in America*. New York: Holt, 2001. Print.
 - Forman, Jr., James. *Locking Up Our Own: Crime and Punishment in Black America*. New York: Farrar, Straus and Giroux, 2017. Print.
 - Kozol, Jonathan. *Savage Inequalities: Children in America's Schools*. New York: Random House, 1991. Print.

- Macy, Beth. *Dopesick: Dealers, Doctors, and the Drug Company that Addicted America*. New York: Little, Brown, 2018. Print.
- Nazario, Sonia. *Enrique's Journey: The Story of a Boy's Dangerous Odyssey to Reunite with His Mother*. New York: Random House, 2014. Print.
- Slater, Dashka. *The 57 Bus: A True Story of Two Teenagers and the Crime That Changed Their Lives*. New York: Farrar, Straus and Giroux, 2017. Print.
- Stevenson, Bryan. *Just Mercy: A Story of Justice and Redemption*. New York: Random House, 2014. Print.

Supplemental Texts

- Student-selected texts for independent inquiry
- Teacher-selected texts to model methods of inquiry
- Various articles related to current issues and events
- Various podcasts related to current issues and events
- “‘An American Summer’ Looks at How Gun Violence ‘Gets in People’s Bones.’” March 5, 2019. Accessed August 20, 2019. <https://www.npr.org/2019/03/05/700341774/american-summer-looks-at-how-gun-violence-gets-in-people-s-bones>. Web.
- “‘Dispatches from a ‘Dopesick’ America.’” August 21, 2018. Accessed August 20, 2019. <https://www.npr.org/templates/transcript/transcript.php?storyId=640530842>. Web.
- “‘First-Ever Evictions Database Shows: ‘We’re in the Middle of a Housing Crisis.’” April 12, 2018. Accessed August 20, 2019. <https://www.npr.org/2018/04/12/601783346/first-ever-evictions-database-shows-were-in-the-middle-of-a-housing-crisis>. Web.
- “‘Hate Crime: Dashka Slater on ‘The Fire on the 57 Bus in Oakland.’” April 20, 2015. Accessed August 20, 2019. <https://www.bing.com/search?q=how+to+cite+a+podcast+mmla&form=EDGTCT&qs=PF&cvid=682544d88d904da398388f0b727a570b&refig=6f1f4e1ee51c476d83d09b4f540f4e08&cc=US&setlang=en-US&DAFO=1&PC=LSJS>. Web.
- “‘How Black Leaders Unwillingly Contributed to the Era of Mass Incarceration.’” July 17, 2017. Accessed August 20, 2019. <https://www.npr.org/2017/07/17/537715793/how-black-leaders-unwillingly-contributed-to-the-era-of-mass-incarceration>. Web.
- “‘How a Rising Star of White Nationalism Broke Free from the Movement.’” September 24, 2018. Accessed August 20, 2019. <https://www.npr.org/2018/09/24/651052970/how-a-rising-star-of-white-nationalism-broke-free-from-the-movement>. Web.
- *Jonathan Kozol: Author & Educator*. <https://www.jonathankozol.com/media>. Web.
- “‘Legal Scholar: Jim Crow Still Exists in America.’” January 16, 2012. Accessed August 20, 2019. <https://www.npr.org/2012/01/16/145175694/legal-scholar-jim-crow-still-exists-in-america>. Web.
- “‘One Lawyer’s Fight for Young Blacks and ‘Just Mercy.’” October 20, 2014. Accessed August 20, 2019. <https://www.npr.org/2014/10/20/356964925/one-lawyers-fight-for-young-blacks-and-just-mercy>. Web.

UNIT 1

Constructing One’s Awareness of Identity

Unit Goals

At the completion of this unit, students will:

- | | |
|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CCS.ELA-Literacy.RI.11-12.2 | Based on introductory materials and readings, determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis. |
| CCS.ELA-Literacy.SL.11-12.1 | Based on introductory materials and readings, initiate and participate effectively in a range of collaborative discussions with diverse partners in order to select a topic for independent inquiry. |

Unit Essential Question

- How does one use personal experiences and societal conditions to define oneself, and what are the factors that make identity complex?

Scope and Sequence

- Classroom norms
- Inclusive language and vocabulary
- Introduction to and selection of current issues and events for independent study and inquiry
- Reading of introductory course materials and readings from Section 1 of the core text: eight different perspectives into analyzing non-fiction texts and their relationship to contemporary issues in the United States
- Collaboration with peers to analyze introductory course materials and readings
- Creation of an independent plan of study for inquiry, and collaboration with peers pursuing a similar area of inquiry

Assured Assessments

Formative Assessment:

During this unit, students will read, respond to, and reflect upon introductory materials and readings through an interactive journal including dialectical notebooks, informal writing, focused free writes, and collaborative reflection. Their writing will be assessed using the English Department Informal Written Response Rubric, which focuses on Ideas, Support, and Organization.

Summative Assessment:

Students will engage in a Shared Inquiry Discussion on the selected areas of inquiry. For this assured assessment, students will formulate a level two question with an appropriate response and supporting evidence related to their area of inquiry. Students will demonstrate their ability to engage in a collaborative discussion with diverse perspectives while synthesizing others' comments, claims, and evidence. Students will propel the discussion by posing and responding questions that probe reasoning and evidence. Post-discussion, students will reflect on the extent to which the discussion impacted their individual thinking as well as their own contributions to the discussion. In addition, students will reflect on the impact the discussion had on their own area of inquiry. This experience will be assessed using the English Department Shared Inquiry rubric.

Resources

Core

- Adams, Marianne, et al., Eds. *Readings for Diversity and Social Justice*. 4th ed. New York: Routledge, 2018. Print. Section 1.

Supplemental

- Student-selected texts for independent inquiry
- Various articles related to current issues and events
- Various podcasts related to current issues and events

Time Allotment

- Approximately 5-6 weeks

UNIT 2

Methods of Inquiry-Based Research

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.RI.11-12.6	Based on a model topic of inquiry, analyze the rhetoric of each author, specifically focusing on how rhetoric contributes to the persuasiveness of a text.
CCS.ELA-Literacy.W.11-12.1	Based on the model topic of inquiry, write arguments to support claims and address counterclaims.
CCS.ELA-Literacy.SL.11-12.3	Evaluate peers' points of view, reasoning, and use of evidence and rhetoric in small-group discussions based on the model topic of inquiry.

Unit Essential Questions

- How does one acknowledge differing perspectives and viewpoints while still maintaining one's own?
- What effect do historical events have on current issues?

Scope and Sequence

- Engagement in inquiry-based research based on a teacher-selected model topic of inquiry: either racism, classism, sexism, ableism, or youth/elder oppression
- Engagement in the study of how to analyze and evaluate the perspectives, central ideas, and purpose of each text read
- Viewing, analysis, and evaluation of at least one documentary related to the model topic of inquiry
- Writing of arguments utilizing claims and counterclaims, valid reasoning, and relevant and sufficient evidence

Assured Assessments

Formative Assessment:

Students will be formatively assessed on their ability to engage in small-group discussions based on the teacher-selected topic of inquiry. During these discussions, students will evaluate their peers' points of view, reasoning, and use of evidence and rhetoric in order to present their ideas. Students' work will be scored with an informal graded discussion rubric.

In addition, students will self-select two written journal responses (dialectical notebooks, informal writing, focused free writes, or collaborative reflection) to demonstrate their ability to

analyze an author's rhetoric. This writing will be scored using the English Department Informal Writing Rubric.

Summative Assessment:

Students will plan, revise, edit, and rewrite a three-page argumentative essay, which will be scored using the English Department Argumentative Writing Rubric. Students will create a claim in which they argue a specific point of view on the teacher-selected topic of inquiry. In their argument, students will address counterclaims as well provide sufficient and relevant evidence for both their claim and counterclaim.

Resources

Core

- Adams, Marianne, et al., Eds. *Readings for Diversity and Social Justice*. 4th ed. New York: Routledge, 2018. Print. Either Section 2, 3, 5 (selected readings related to sexism), 6, or 7.
- Documentary related to the teacher-selected topic of inquiry

Supplemental

- Teacher-selected texts to model methods of inquiry
- Various articles related to current issues and events

Time Allotment

- Approximately 5-6 weeks

UNIT 3

Producing and Presenting Independent Inquiry-Based Research

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback related to their independent topics of inquiry, including new arguments or information.
CCS.ELA-Literacy.W.11-12.7	Conduct short as well as more sustained research projects to answer their research questions related to the independent topics of inquiry; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCS.ELA-Literacy.SL.11-12.4	Based on their independent topics of inquiry, present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Unit Essential Question

- What is one's responsibility to the betterment of society, and how does one make a positive contribution to society?

Scope and Sequence

- Engagement in inquiry-based research based on individual topics of interest, including reading texts from diverse perspectives in order to form, develop, and refine perspectives
- Writing of various texts related to the inquiry topic
- Collaboration with other students pursuing similar topic, sharing and discussing ideas and texts read and produced
- Development of the final project website

Assured Assessments

Formative Assessment:

Students will continue to engage and be assessed on their written engagement with texts read, as demonstrated through their interactive journal, and their oral engagement with peers pursuing their own, as well as different, topics of inquiry.

Summative Assessment:

Students will plan, develop, and execute a final project website with the goal of presenting of a new digital chapter of *Readings for Diversity and Social Justice*, introducing individuals not yet represented in the text. Based on the inquiry research conducted, the website will use audio and visual information, as well as standard text and an annotated bibliography, to present the complex answer to the student’s inquiry question. Students must keep in mind their rhetorical situation – audience, message, and purpose – to engage other high school and college students. The course will culminate in student presentations of their websites, with peer “editors” facilitating written and spoken commentary about each site.

Resources

Core

- Various articles and digital texts related to the student-selected topic of inquiry, including one of:
 - Desmond, Matthew. *Evicted: Poverty and Profit in the American City*. New York: Random House, 2016. Print.
 - Ehrenreich, Barbara. *Nickel and Dimed: On (Not) Getting By in America*. New York: Holt, 2001. Print.
 - Forman, Jr., James. *Locking Up Our Own: Crime and Punishment in Black America*. New York: Farrar, Straus and Giroux, 2017. Print.
 - Kozol, Jonathan. *Savage Inequalities: Children in America’s Schools*. New York: Random House, 1991. Print.
 - Macy, Beth. *Dopesick: Dealers, Doctors, and the Drug Company that Addicted America*. New York: Little, Brown, 2018. Print.
 - Nazario, Sonia. *Enrique’s Journey: The Story of a Boy’s Dangerous Odyssey to Reunite with His Mother*. New York: Random House, 2014. Print.
 - Slater, Dashka. *The 57 Bus: A True Story of Two Teenagers and the Crime That Changed Their Lives*. New York: Farrar, Straus and Giroux, 2017. Print.
 - Stevenson, Bryan. *Just Mercy: A Story of Justice and Redemption*. New York: Random House, 2014. Print.

Supplemental

- Adams, Marianne, et al., Eds. *Readings for Diversity and Social Justice*. 4th ed. New York: Routledge, 2018. Print.
- Teacher-selected texts to model methods of inquiry
- “‘An American Summer’ Looks at How Gun Violence ‘Gets in People’s Bones.’” March 5, 2019. Accessed August 20, 2019.

<https://www.npr.org/2019/03/05/700341774/american-summer-looks-at-how-gun-violence-gets-in-people-s-bones>. Web.

- “Dispatches from a ‘Dopesick’ America.” August 21, 2018. Accessed August 20, 2019. <https://www.npr.org/templates/transcript/transcript.php?storyId=640530842>. Web.
- “First-Ever Evictions Database Shows: ‘We’re in the Middle of a Housing Crisis.’” April 12, 2018. Accessed August 20, 2019. <https://www.npr.org/2018/04/12/601783346/first-ever-evictions-database-shows-were-in-the-middle-of-a-housing-crisis>. Web.
- “Hate Crime: Dashka Slater on ‘The Fire on the 57 Bus in Oakland.’” April 20, 2015. Accessed August 20, 2019. <https://www.bing.com/search?q=how+to+cite+a+podcast+mmla&form=EDGTCT&q=PF&cvid=682544d88d904da398388f0b727a570b&refig=6f1f4e1ee51c476d83d09b4f540f4e08&cc=US&setlang=en-US&DAF0=1&PC=LSJS>. Web.
- “How Black Leaders Unwillingly Contributed to the Era of Mass Incarceration.” July 17, 2017. Accessed August 20, 2019. <https://www.npr.org/2017/07/17/537715793/how-black-leaders-unwillingly-contributed-to-the-era-of-mass-incarceration>. Web.
- “How a Rising Star of White Nationalism Broke Free from the Movement.” September 24, 2018. Accessed August 20, 2019. <https://www.npr.org/2018/09/24/651052970/how-a-rising-star-of-white-nationalism-broke-free-from-the-movement>. Web.
- *Jonathan Kozol: Author & Educator*. <https://www.jonathankozol.com/media>. Web.
- “Legal Scholar: Jim Crow Still Exists in America.” January 16, 2012. Accessed August 20, 2019. <https://www.npr.org/2012/01/16/145175694/legal-scholar-jim-crow-still-exists-in-america>. Web.
- “One Lawyer’s Fight for Young Blacks and ‘Just Mercy.’” October 20, 2014. Accessed August 20, 2019. <https://www.npr.org/2014/10/20/356964925/one-lawyers-fight-for-young-blacks-and-just-mercy>. Web.

Time Allotment

- Approximately 5-6 weeks

COURSE CREDIT

One-half credit in English
One class period daily for a full year

PREREQUISITES

Successful completion of grades 9, 10, & 11 English.

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Reading Rubric (attached)
- Trumbull High School School-Wide Writing Rubric (attached)
- Trumbull High School School-Wide Independent Learning and Thinking Rubric (attached)
- Trumbull High School English Department Writing Rubric (attached)

Trumbull High School School-Wide Reading Rubric

Category/ Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Respond X_____	<p>Demonstrates exceptional understanding of text by:</p> <ul style="list-style-type: none"> • Clearly identifying the purpose of the text • Providing initial reaction richly supported by text • Providing a perceptive interpretation 	<p>Demonstrates understanding of text by:</p> <ul style="list-style-type: none"> • Identifying the fundamental purpose of the text • Providing initial reaction supported by text • Providing a clear/straightforward interpretation of the text 	<p>Demonstrates general understanding of text by:</p> <ul style="list-style-type: none"> • Partially identifying the purpose of the text • Providing initial reaction somewhat supported by text • Providing a superficial interpretation of the text 	<p>Demonstrates limited or no understanding of text by:</p> <ul style="list-style-type: none"> • Not identifying the purpose of the text • Providing initial reaction not supported by text • Providing an interpretation not supported by the text
Interpret X_____	<p>Demonstrates exceptional interpretation of text by:</p> <ul style="list-style-type: none"> • Extensively reshaping, reflecting, revising, and/or deepening initial understanding • Constructing insightful and perceptive ideas about the text. • Actively raising critical questions and exploring multiple interpretations of the text 	<p>Demonstrates ability to interpret text by:</p> <ul style="list-style-type: none"> • Reshaping, reflecting, revising, and/or deepening initial understanding • Summarizing main ideas of text • Actively interpreting text by raising questions and looking for answers in text 	<p>Demonstrates general ability to interpret text by:</p> <ul style="list-style-type: none"> • Guided reflection and/or revision of initial understanding • Summarizing some of the main ideas of text • Guided interpretation of text by locating answers to given questions in text 	<p>Demonstrates limited ability to interpret text as evidenced by:</p> <ul style="list-style-type: none"> • Struggle to implement guided reflection and/or revision of initial understanding • Struggle to summarize any main ideas of text • Struggle to answer questions by locating responses in text
Connect X_____	<p>Demonstrates perceptive connections</p> <ul style="list-style-type: none"> • text-to-text • text-to-self • text-to-world 	<p>Demonstrates specific connections</p> <ul style="list-style-type: none"> • text-to-text • text-to-self • text-to-world 	<p>Demonstrates general connections</p> <ul style="list-style-type: none"> • text-to-text • text-to-self • text-to-world 	<p>Struggles to make connections</p> <ul style="list-style-type: none"> • text-to-text • text-to-self • text-to-world
Evaluate X_____	<p>Demonstrates insightful evaluation of text by one or more of the following:</p> <ul style="list-style-type: none"> • Critical analysis to create a conclusion supported by the text • Perceptive judgments about the quality of the text • Synthesis of text • Expression of a personal opinion 	<p>Demonstrates an evaluation of text by one or more of the following:</p> <ul style="list-style-type: none"> • Critical analysis to form a conclusion from the text • Thoughtful judgments about the quality of the text • Evaluation of text to express personal opinion(s) 	<p>Demonstrates a general evaluation of text by one or more of the following:</p> <ul style="list-style-type: none"> • Formulation of a superficial conclusion from the text • Assessment of the quality of the text • Use of text to express personal opinion(s) 	<p>Demonstrates a struggle to evaluate the text by one or more of the following:</p> <ul style="list-style-type: none"> • Formulation of a conclusion from the text • Assessment of the quality of the text • Use of text to express personal opinion(s)

Trumbull High School School-Wide Writing Rubric

Category/ Weight	Exemplary 4 Student work:	Goal 3 Student work:	Working Toward Goal 2 Student work:	Needs Support 1-0 Student work:
Purpose X_____	<ul style="list-style-type: none"> • Establishes and maintains a clear purpose • Demonstrates an insightful understanding of audience and task 	<ul style="list-style-type: none"> • Establishes and maintains a purpose • Demonstrates an accurate awareness of audience and task 	<ul style="list-style-type: none"> • Establishes a purpose • Demonstrates an awareness of audience and task 	<ul style="list-style-type: none"> • Does not establish a clear purpose • Demonstrates limited/no awareness of audience and task
Organization X_____	<ul style="list-style-type: none"> • Reflects sophisticated organization throughout • Demonstrates logical progression of ideas • Maintains a clear focus • Utilizes effective transitions 	<ul style="list-style-type: none"> • Reflects organization throughout • Demonstrates logical progression of ideas • Maintains a focus • Utilizes transitions 	<ul style="list-style-type: none"> • Reflects some organization throughout • Demonstrates logical progression of ideas at times • Maintains a vague focus • May utilize some ineffective transitions 	<ul style="list-style-type: none"> • Reflects little/no organization • Lacks logical progression of ideas • Maintains little/no focus • Utilizes ineffective or no transitions
Content X_____	<ul style="list-style-type: none"> • Is accurate, explicit, and vivid • Exhibits ideas that are highly developed and enhanced by specific details and examples 	<ul style="list-style-type: none"> • Is accurate and relevant • Exhibits ideas that are developed and supported by details and examples 	<ul style="list-style-type: none"> • May contain some inaccuracies • Exhibits ideas that are partially supported by details and examples 	<ul style="list-style-type: none"> • Is inaccurate and unclear • Exhibits limited/no ideas supported by specific details and examples
Use of Language X_____	<ul style="list-style-type: none"> • Demonstrates excellent use of language • Demonstrates a highly effective use of standard writing that enhances communication • Contains few or no errors. Errors do not detract from meaning 	<ul style="list-style-type: none"> • Demonstrates competent use of language • Demonstrates effective use of standard writing conventions • Contains few errors. Most errors do not detract from meaning 	<ul style="list-style-type: none"> • Demonstrates use of language • Demonstrates use of standard writing conventions • Contains errors that detract from meaning 	<ul style="list-style-type: none"> • Demonstrates limited competency in use of language • Demonstrates limited use of standard writing conventions • Contains errors that make it difficult to determine meaning

Trumbull High School School-Wide Independent Learning and Thinking Rubric

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Proposal X_____	Student demonstrates a strong sense of initiative by generating compelling questions, creating uniquely original projects/work.	Student demonstrates initiative by generating appropriate questions, creating original projects/work.	Student demonstrates some initiative by generating questions, creating appropriate projects/work.	Student demonstrates limited or no initiative by generating few questions and creating projects/work.
Independent Research & Development X_____	Student is analytical, insightful, and works independently to reach a solution.	Student is analytical, and works productively to reach a solution.	Student reaches a solution with direction.	Student is unable to reach a solution without consistent assistance.
Presentation of Finished Product X_____	Presentation shows compelling evidence of an independent learner and thinker. Solution shows deep understanding of the problem and its components. Solution shows extensive and appropriate application of 21 st Century Skills.	Presentation shows clear evidence of an independent learner and thinker. Solution shows adequate understanding of the problem and its components. Solution shows adequate application of 21 st Century Skills.	Presentation shows some evidence of an independent learner and thinker. Solution shows some understanding of the problem and its components. Solution shows some application of 21 st Century Skills.	Presentation shows limited or no evidence of an independent learner and thinker. Solution shows limited or no understanding of the problem. Solution shows limited or no application of 21 st Century Skills.

TRUMBULL HIGH SCHOOL ENGLISH DEPARTMENT WRITING RUBRIC

	Claim/Thesis	Evidence	Explanation	Writing Conventions
Exemplary (4)	Claim is clear, specific, and expresses a complex argument. It opens divergent, insightful understanding of the text.	Convincing evidence (not previously discussed in class/not obvious within the text) supports the claim. Quotes are incorporated seamlessly with appropriate introductory context.	Ideas are insightful and the explanation of thinking demonstrates a clear, thorough, and convincing connection between the evidence and the claim. Explanation thoroughly answers the questions “How do you know?” and “So what?”	Writing demonstrates purposeful organization, clear coherence, and smooth progression of ideas. The writer uses appropriate language for his/her audience and purpose. The piece is free of most errors in grammar and mechanics. Quotes are cited according to MLA style.
Proficient (3)	Claim is clear, specific, and states an arguable interpretation of text.	Evidence (quotes or well-selected paraphrase previously discussed in class/more obvious within the text) adequately supports the claim. Quotes are incorporated with appropriate introductory context.	Ideas are explained adequately and connect the evidence to the claim. Explanation adequately answers the questions “How do you know?” and/or “So what?”	Writing demonstrates adequate organization, coherence, and progression of ideas. The writer uses appropriate but inconsistent language for audience and purpose. Grammatical and mechanical errors are present. Inconsistent use of correct MLA citation.
Progressing (2)	Claim attempts to demonstrate an interpretation of the text but may not be arguable and/or may not be focused on or fully address the prompt.	Evidence is present but may not clearly support the claim, may be more focused on repeating the claim rather than supporting it, or may merely reference a plot point. Quotes are not introduced with appropriate context.	Ideas display gaps in thinking or may merely repeat the claim or evidence. Explanation attempts to connect evidence to claim but is inadequate and/or not convincing. Explanation does not answer the questions “How do you know?” and “So what?”	Writing demonstrates limited organization with lapses in coherence and/or progression of ideas. The writer uses informal language for audience and purpose. An accumulation of grammatical and mechanical errors is present. MLA citation is incorrect.
Emerging (1)	Claim is unclear, rooted in inaccuracies, and/or a statement of fact. It does not set up an interpretation for the response.	Evidence is not present or not clearly referenced and/or not relevant to the claim. If used, evidence may simply restate a plot point (summary).	Explanation is not present, may be unrelated to claim and evidence, and/or introduces no new thinking to the response. Explanation may offer discussion about topic(s) that is unrelated to the evidence and claim.	Writing is disorganized and/or unfocused with pervasive errors in grammar and mechanics that interfere with meaning. MLA citation is not used.
(0)	Unacceptable / No Score	Unacceptable / No Score	Unacceptable / No Score	Unacceptable / No Score