Extended Response Content-Based Rubric
Student's Name $\qquad$ Class $\qquad$ SCORE $\qquad$
Title of Composition $\qquad$ Week \# $\qquad$

## Scoring Details / Points Earned

| Basic: | $1+=(12)$ | $1=(11)$ |
| :--- | :--- | :--- |
| Proficient: | $2+=(15)$ | $2=(14)$ |
| Distinguished: | $3+=(0$ to 10$)$ |  |
|  | $2-=(13)$ |  |
|  | $3=(19)$ | $3-=(18)$ |


| Scoring Criteria | Basic Response | Proficient Response | Distinguished Response |
| :---: | :---: | :---: | :---: |
| Explains the prompt issue. | Does not mention the prompt. | Makes a reference to the prompt. | Introduces the context of the prompt. |
| Analyzes the issue. | Makes a general analysis, leaving it unclear if issue is understood or if reading was even completed. Does not address all prompt areas. | Simply and briefly connects/analyzes ALL parts of the prompt. | Thoroughly explores connections and analyzes ALL parts of the prompt. |
| Uses text-based details to support analysis. | References a generalized detail or information demonstrates a misreading. | Uses some details from text to support analysis as part of text-based evidence, but may miss the most important details. | Uses multiple, specific details from the text to support analysis as part of text-based evidence. |
| Uses quotation to support analysis. | No quotation support. | Selects a quotation to support analysis as part of text-based evidence, may or may not be best, relevant one available. | Chooses multiple, relevant quotations with page numbers to support analysis as part $\square$ |
| Connects analysis back to prompt. | Does not attempt to pull ideas together. | Makes a general attempt to tie analysis back to prompt, lacks specificity. | Ties the evidence and analysis back to the prompt. |

