

# Boston Globe Lesson Plan Rubric

Description	5 pts Exceptional	4 pts Skilled	3 pts Proficient	2 pts Progressing	1 pt Inadequate
<b>Claim:</b> The student is able to introduce a clear, arguable claim that is supported by evidence and reasoning.	The response contains a compelling, arguable claim that takes a clear position in response to the beginning question.	The response contains a precise, arguable claim that takes a clear position in response to the beginning question.	The response contains an arguable claim that takes a position in response to the beginning question.	The response contains an unclear claim. The claim attempts to take a position in response to the beginning question.	The response contains a disjointed or vague claim. The claim attempts to take a position in response to the beginning question.
<b>Evidence:</b> The student is able to provide sufficient evidence directly from the text to support the claim.	The response expertly supports the claim with relevant, accurate data, quotes and information taken directly from the text.	The response fully supports the claim with relevant, accurate data, quotes and information taken directly from the text.	The response adequately supports the claim with relevant, accurate data, quotes and information taken directly from the text.	The response somewhat supports the claim with relevant, accurate data, quotes and information taken directly from the text.	The response does not support the claim with relevant, accurate data, quotes and information taken directly from the text.
<b>Reasoning:</b> The student is able to construct a cohesive statement that clarifies the relationships between the claims, counterclaims and evidence from the text.	The response expertly supports the claim with logical reasoning that demonstrates a deep understanding of topic.	The response fully supports the claim with logical reasoning that demonstrates a deep understanding of topic.	The response supports the claim with logical reasoning that demonstrates a deep understanding of topic.	The response begins to support the claim with logical reasoning that demonstrates a deep understanding of topic.	The response does not support the claim with logical reasoning that demonstrates a deep understanding of topic.
<b>Vocabulary:</b> The student is able to use content specific and appropriate academic vocabulary to effectively communicate in written form.	The response contains an expert use of content specific and appropriate academic vocabulary to effectively communicate in written form.	The response contains a skillful use of content specific and appropriate academic vocabulary to effectively communicate in written form.	The response contains content specific and appropriate academic vocabulary to effectively communicate in written form.	The response contains the beginning use of content specific and appropriate academic vocabulary to effectively communicate in written form.	The response does not contain the use of content specific and appropriate academic vocabulary to effectively communicate in written form.
<b>Sentence Fluency &amp; Conventions:</b> The student is able to communicate in writing using well-constructed sentences.	The response contains expertly constructed sentences without errors in spelling and punctuation.	The response contains skillfully constructed sentences with few errors in spelling and punctuation.	The response contains well constructed sentences with few errors in spelling and punctuation.	The response contains structured sentences with many errors in spelling and punctuation.	The response contains poorly constructed sentences with significant errors in spelling and punctuation.