|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | |  | **Short Response Rubric** | | |  | Grade |  | |
| **Standard being assessed:** | | **Reasons and Support: Quote and/or arguments supports analysis of subject, connecting insights gained from reading and offering analysis or evaluation..** | | | | | | | | |
| Costa’s Level 3: Evaluation & Synthesis [100 ] | | **Costa’s Level 2 Developed: Analysis & Application [90 ]** | | **Costa’s Level 2 Developing: Analysis & Application [75 ]** | | Costa’s Level 1: Knowledge & Comprehension [65 ] | | Minimal or limited attempt made [50] | | Not Done |
| Overall statement includes well developed analysis throughout; offers evidence of original thinking, application and demonstrates a well supported judgement. |  | Overall statement includes well developed analysis throughout; offers evidence of original thinking and application. |  | Overall statement is descriptive and contains limited analytical thinking; offers some analysis and evidence of original thinking. |  | Overall statement is descriptive; information relies heavily on reading, may be repetitive or lack detail. |  | Minimal or limited attempt has been made to address the prompt. |  |  |
| Argument is supported with a relevant quote, examples/ details that enhance the author’s position through application and evaluation. |  | Includes a quote/example /detail, that proves or supports the author's argument. |  | Includes a quote/example/detail that relates to the author’s argument, but does not necessarily enhance the author's opinion. |  | Includes a quote/example /detail with limited relationship to the author’s argument. Or author's argument may describe the quote. |  | May include a quote/example/detail without an argument, may reference the reading but not include an actual quote |  |  |
| Argument is students opinion beyond the reading and develops a judgement of the author’s position. |  | Argument goes beyond a restatement of the reading and offers analysis of the author’s position. |  | Argument is analytical and descriptive, may be a paraphrase or restatement of the reading. |  | Argument is stated but may be confusing, unclear, off topic, or lack significant detail. |  | Argument is copied from the reading. |  |  |

Assignment 1) Summarize the article.

Assignment 2) Explain the reasons Facebook and other social networking apps are popular with your generation.

Assignment 3) Analyze three arguments that Chris Hughes made about Facebook and support or refute each one.

Write your name on any word document you write on.

You can email this to me at [panderson@albany.k12.ny.us](mailto:panderson@albany.k12.ny.us)