2 point CR Rubrics

Because 2 point rubrics are designed to accompany specific texts, there is no generic two-point rubric. Several examples are included in this document which may be adapted to answer 2 point questions. The primary score points will include the following:

- **2**: The response gives sufficient evidence of the writer’s ability to thoroughly answer the question while providing sufficient and relevant details and evidence from the text.
- **1**: The response answers the question but in a more limited way. The details and textual evidence may be vague or there may not be enough details provided.
- **0**: The response provides no evidence of the writer’s ability to answer the question and/or use textual support (e.g. the writer may answer the question correctly but provide no support from the text and/or the writer may answer the question with an unrelated response even if he/she includes evidence).

### Scoring Rubric

<table>
<thead>
<tr>
<th>Points</th>
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<tbody>
<tr>
<td>2</td>
</tr>
<tr>
<td>1</td>
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<tr>
<td>0</td>
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**Description**

- **2**: The response achieves the following:
  - gives sufficient evidence of the ability to determine and compare two authors’ arguments or specific claims in a text, assess the validity of the reasoning and relevancy/sufficiency of the evidence, and identify false statements and fallacious reasoning
  - explains the authors’ arguments or claims and provides explanation about the authors’ reasoning and supporting details with clearly relevant information based on the texts

- **1**: The response achieves the following:
  - gives limited evidence of the ability to determine and compare two authors’ arguments or specific claims in a text, assess the validity of the reasoning and relevancy/sufficiency of the evidence, and identify false statements and fallacious reasoning
  - includes vague/limited examples/details that make reference to the texts

- **0**: The response achieves the following:
  - gives no evidence of the ability to determine and compare two authors’ arguments or specific claims in a text, assess the validity of the reasoning and relevancy/sufficiency of the evidence, and identify false statements and fallacious reasoning
### Scoring Rubric

<table>
<thead>
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<th>Description</th>
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</table>
| 2      | The response achieves the following:  
• gives sufficient evidence of the ability to determine and analyze the development of a central idea within the text  
• includes specific examples/details that make clear reference to the text  
• adequately explains the development of the central idea within the text and the supporting information with clearly relevant details based on the text |
| 1      | The response achieves the following:  
• gives limited evidence of the ability to determine and analyze the development of a central idea within the text  
• includes limited examples that make reference to the text  
• explains the development of the central idea within the text |
| 0      | The response achieves the following:  
• gives no evidence of the ability to determine and analyze the development of a central idea within the text  
OR  
• gives the central idea or explanation, but includes no examples or no examples/details that make reference to the text  
OR  
• gives the central idea or explanation, but includes no explanation or no relevant information from the text |

### Scoring Rubric

<table>
<thead>
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| 2      | The response achieves the following:  
• gives sufficient evidence of the ability to determine and analyze the development/progression of an author’s idea within the text  
• includes specific examples/details that make clear reference to the text  
• adequately explains the development of the author’s idea within the text and the supporting information with clearly relevant details based on the text |
| 1      | The response achieves the following:  
• gives limited evidence of the ability to determine and analyze the development/progression of an author’s idea within the text  
• includes limited examples that make reference to the text  
• explains the development of the author’s idea within the text and the supporting information with limited details based on the text |
| 0      | The response achieves the following:  
• gives no evidence of the ability to determine and analyze the development/progression of an author’s idea within the text  
OR  
• gives the author’s message/claim/point/central idea or explanation, but includes no examples or no examples/details that make reference to the text  
OR  
• gives the author’s message/claim/point/central idea or explanation, but includes no explanation or no relevant information from the text |