

Rubric: Critical Lens Essay



Name:

Add 40 points to this score for your grade.

	Responses at this level: 12 pts	Responses at this level: 10 pts	Responses at this level: 8 pts	Responses at this level: 6 pts	Responses at this level: 4 pts	Responses at this level: 2 pts	STUDENT SCORE (N/A)
<p>Meaning: how well the student demonstrates understanding, interpretation and analysis of the task and text</p>	<p>Responses at this level:</p> <p>thorough and thoughtful interpretation that gives a clear criteria for analysis; uses criteria to make INSIGHTFUL analysis of text.</p>	<p>Responses at this level:</p> <p>thorough and thoughtful interpretation that gives a clear criteria for analysis; uses criteria to make CLEAR AND REASONED analysis of the text.</p>	<p>Responses at this level:</p> <p>REASONABLE interpretation that gives a clear criteria for analysis; MAKE IMPLICIT CONNECTIONS between criteria and text.</p>	<p>Responses at this level:</p> <p>SIMPLE interpretation that suggests SOME criteria for analysis; MAKE SUPERFICIAL CONNECTIONS between criteria and text.</p>	<p>Responses at this level:</p> <p>CONFUSED or INCOMPLETE interpretation; may allude to 'critical lens' but do not use it to analyze the text.</p>	<p>Responses at this level:</p> <p>-do not refer to 'critical lens' -reflect minimal or no analysis of chosen text.</p>	STUDENT SCORE
<p>Development: how well the student elaborates on ideas using specific and relevant evidence from the text</p>	<p>Responses at this level:</p> <p>develop ideas CLEARLY AND FULLY, make effective use of relevant and specific evidence and appropriate literary elements from the text.</p>	<p>Responses at this level:</p> <p>develop ideas CLEARLY AND CONSISTENTLY, referring to relevant and specific evidence and appropriate literary elements from text.</p>	<p>Responses at this level:</p> <p>develop SOME ideas more fully than others; reference to specific and relevant evidence and appropriate literary elements from the text.</p>	<p>Responses at this level:</p> <p>develop ideas BRIEFLY, using SOME evidence from the text; may rely primarily on plot summary.</p>	<p>Responses at this level:</p> <p>ideas are INCOMPLETE or largely undeveloped, hinting at ideas, references to text are VAGUE, irrelevant, repetitive or unjustified.</p>	<p>Responses at this level:</p> <p>-do not refer to 'critical lens' -reflect minimal or no analysis of chosen text.</p>	STUDENT SCORE
<p>Organization: how well the student demonstrates direction, shape, coherence and organization of ideas</p>	<p>Responses at this level:</p> <p>maintain FOCUS established by critical lens; shows logical and coherent structure through SKILLFUL use of appropriate devices and transitions.</p>	<p>Responses at this level:</p> <p>maintain FOCUS established by critical lens; shows logical and coherent structure through use of appropriate devices and transitions.</p>	<p>Responses at this level:</p> <p>maintain a CLEAR AND APPROPRIATE focus established by critical lens; exhibit a logical sequence of ideas but may lack internal consistency.</p>	<p>Responses at this level:</p> <p>establish, BUT FAIL TO MAINTAIN, an appropriate focus; exhibit a RUDIMENTARY structure by may include some inconsistencies or irrelevancies.</p>	<p>Responses at this level:</p> <p>lack appropriate organization, or suggest a focus but lack organization.</p>	<p>Responses at this level:</p> <p>-minimal, with no evidence of development.</p>	STUDENT SCORE
<p>Language Use: how well the student shows awareness of audience and purpose through use of words, sentence structure and variety.</p>	<p>Responses at this level:</p> <p>stylistically SOPHISTICATED, using language that is precise and engaging, with a notable sense of voice and awareness of audience and purpose; vary structure and length of sentences TO ENHANCE MEANING.</p>	<p>Responses at this level:</p> <p>use language that is fluent and original, with EVIDENT awareness of audience and purpose; vary structure and length of sentences TO CONTROL RHYTHM AND PACING.</p>	<p>Responses at this level:</p> <p>use APPROPRIATE language, with SOME awareness of audience and purpose; occasionally make effective use of sentence length</p>	<p>Responses at this level:</p> <p>rely on BASIC vocabulary, with LITTLE awareness of audience or purpose; exhibit SOME attempt to vary sentence structure or length for effect but with UNEVEN success.</p>	<p>Responses at this level:</p> <p>use language that is IMPRECISE OR UNSUITABLE for the audience or purpose; reveal LITTLE awareness of how to use sentences to achieve an effect.</p>	<p>Responses at this level:</p> <p>show no focus or organization</p>	STUDENT SCORE
<p>Conventions: how well the student demonstrates conventional spelling, punctuation, paragraphing, capitalization, grammar and usage.</p>	<p>Responses at this level:</p> <p>demonstrate control of conventions with essentially NO ERRORS, even with sophisticated language, particularly those in 9th grade CCSS.</p>	<p>Responses at this level:</p> <p>demonstrate control of the conventions with OCCASIONAL errors ONLY when using sophisticated language. Follows guidelines of CCSS.</p>	<p>Responses at this level:</p> <p>demonstrate partial control of language as delineated by CCSS, with occasional errors that do NOT hinder comprehension.</p>	<p>Responses at this level:</p> <p>demonstrate emerging control as delineated by CCSS, with OCCASIONAL errors that DO hinder comprehension.</p>	<p>Responses at this level:</p> <p>demonstrate a lack of control, exhibiting frequent errors that make comprehension difficult.</p>	<p>Responses at this level:</p> <p>minimal, making assessment of conventions unreliable; may be ILLEGIBLE or not recognizable as English.</p>	STUDENT SCORE