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| Grade: **11**  Genre: **Critical Review** | | **Advanced**  **[Exceeds]**  **4** | **Proficient**  **[Meets]**  **3** | **Partially Proficient**  **[Approaching]**  **2** | **Unsatisfactory**  **[Doesn’t Meet]**  **1** |
| **Ideas and Organization** | **Orientation/**  **Opening** | * Illuminates the subject and both concisely and accurately summarizes the argument of the published work to promote audience understanding * Asserts a claim that provides a unique or fresh perspective on the argument in the published work * Opening purposefully establishes context and effectively engages the audience | * States the subject and summarizes the argument of the published work to establish audience understanding * Asserts a claim that concurs or disputes the argument in the published work * Opening clearly establishes context and promotes audience connection | * States the subject and argument of the published work, but discussion may be cursory or unbalanced * Contains a claim about the published work that is unclear or overly general * Opening does not effectively or appropriately engage the audience | * Refers to the subject and argument of the published work, but not explicitly or completely * States the argument of the published work but does not contain a claim about it * Opening alienates the audience |
| **Development of Ideas** | * Deconstructs argument of published work from multiple perspectives * Uses qualitative and quantitative evidence and insightful analysis to promote powerful or unique connections | * Deconstructs argument of published work to judge its claim * Uses qualitative and quantitative evidence and clear analysis to substantiate claim | * Partially deconstructs argument of published work, but misses some key points * Presents insufficient evidence and analysis to support claim | * Does not establish points of agreement/disagreement * Lacks relevant evidence * Lacks analysis |
| **Development of Internal Structure** | * Structures organization in a sophisticated and seamless pattern that enhances reasoning and compels audience engagement and understanding * Integrates information selectively to enhance flow of ideas * Utilizes seamless transitions that propel the audience through the argument | * Structures organization in a clear pattern that supports the elements of argument, including a valid line of reasoning * Integrates information in a way that maintains flow of ideas * Utilizes transitions to guide audience attention and sustain the argument | * Structures organizational patterns in a way that disrupts presentation and flow of ideas * Integrates information in a stilted or formulaic manner, disrupting the flow of ideas * Utilizes confusing transitions that do not sustain the argument | * Does not present evident organizational patterns throughout * Integrates information in a faulty manner, creating ineffective or confusing presentation of ideas * Uses inappropriate transitions or transitions are missing |
| **Closure** | * Draws audience to the most compelling point to re-establish claim * Influences audience to reflect,   reconsider, or act   * Memorable, satisfying closure brings argument full-circle | * Summarizes main points and re-establishes claim * Influences audience to reflect or reconsider * Has a sense of closure | * Re-states main points and claim * Limited impact on audience * Incomplete sense of closure | * Fails to re-connect main points to claim * Minimal influence on audience * Unsatisfying closure |
| **Craft and Style** | **Word Choice and Tone** | * Develops an authoritative, objective, and purposely detached tone * Includes deliberate tone shifts to successfully clarify and enhance the argument * Employs artful diction that is tailored to purpose, subject, and audience | * Establishes and maintains an authoritative, objective tone * Utilizes precise diction that is appropriate for purpose, subject, and audience | * Utilizes inconsistent tone which limits audience engagement * Utilizes imprecise and/or contrived diction | * Uses inappropriate tone for purpose and audience * Uses inappropriate diction |
| **Sentence Fluency/**  **Syntax** | * Creates and enhances cohesion with purposeful syntax * Clarifies relationships among and within ideas with word phrases and clauses | * Supports organizational patterns and creates emphasis with varied syntax. * Contributes to readability with correct constructions. | * Attempts sentence variety, but with some awkward constructions that require revision. * Syntax construction impedes readability at times. | * Lacks sentence variety; structures are overly simplistic or repetitive. * Uses syntax that causes confusion or interferes with argument. |
| **Conventions** | **Conventions** | * Sources are documented accurately, using both internal and end citations * Errors, if present, are minimal and do not distract the audience; little or no editing needed. * Grammar usage and punctuation are deliberately manipulated for stylistic effect. | * Sources are documented using both internal and end citations, with very minor errors. * Errors do not impede communication and rarely distract the audience; minimal editing needed. * Grammar usage and punctuation are used for stylistic effect. | * Sources are documented using both internal and end citations, but require revision for accuracy and correctness. * Errors impede communication in some portions of the response; editing needed. * Grammar usage and punctuation are attempted for stylistic effect. | * Appropriate documentation if present, requires significant revision for accuracy and correctness. * Errors severely impede communication; considerable editing needed. * Grammar usage and punctuation are not used for stylistic effect. |