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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
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| **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
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| **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
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| **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.
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| **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.
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