

Grade: 12th Genre: Critical Lens	Advanced/Exceeds/4	Proficient/Meets/3	Partially Proficient/ Approaching/2	Unsatisfactory/ Does Not Meet/1
Ideas & Organization	Orientation/ Opening	Previews the characteristics of a critical lens and the essential elements of a literary work and draws the audience into the mode of analysis, creating immediate engagement. Presents a nuanced claim that illustrates a relationship between the critical lens and the literary work.	Previews the critical lens and the literary work and draws the audience into the mode of analysis, creating engagement. Presents a claim that introduces a relationship between the critical lens and the literary work.	Previews the critical lens and the literary work, but does not draw the audience into the mode of analysis. Presents a claim, but the relationship between the critical lens and the literary work is inaccurate and/or incomplete.
	Development of Ideas	Analysis focuses and extends the readers' perspective. The most relevant evidence of a critical lens and a literary work are synthesized to support the nuanced claim. Evidence demonstrates a sophisticated understanding of the critical lens and the literary work.	Analysis focuses the readers' perspective. Summarizes and synthesizes relevant evidence of a critical lens and a literary work to support the claim. Evidence demonstrates an understanding of the critical lens and the literary work.	Evidence is summarized to support the claim. Demonstrates an incomplete and/or inaccurate synthesis of the critical lens and literary work.
	Development of Internal Structure	Organizational pattern anticipates the audiences' expectation and enhances the readers' understanding of the analysis. Transitional techniques link major sections of the analysis and create a cohesive text.	Organizational pattern supports the readers' understanding of the analysis. Transitional techniques link sections of the analysis.	Organizational pattern interferes with the readers' understanding of the analysis. Transitional techniques are incomplete and/or inaccurately used throughout the analysis.
	Closure	Concluding section articulates and strengthens the significance of the analysis, enticing the readers to ponder additional implications for the critical lens and the literary work.	Concluding section articulates the significance of the analysis.	Concluding section restates the opening without articulating the significance of the analysis. Concluding section is not connected to the analysis or introduces ideas that are contradictory.
Craft & Style	Word Choice and Tone	Domain-specific language is used to enhance the readers' understanding of the selected critical lens and literary work. Rhetorical devices (e.g., parallelism, antithesis, amplification) enhance the readers' ability to see, hear, and imagine the analysis.	Domain-specific language is used to support the selected critical lens and literary work. Rhetorical devices (e.g., parallelism, antithesis, amplification) support the readers' ability to see and hear the analysis.	Domain-specific language of the selected critical lens and/or literary work is used imprecisely. Rhetorical devices (e.g., parallelism, antithesis, amplification) interfere with the readers' ability to see and hear the analysis.
	Sentence Fluency/ Syntax	Sentence structures and variety create a rhythm and flow that supports the writer's intention.	Sentence structures and variety establishes a rhythm that supports the writer's intention.	Sentence structures lack a rhythm and hinder the writer's intention. Sentence structures impede the development of the writer's intention.

Conventions	<p>Conventions</p> <p>Errors, if present, are minimal. Little or no editing needed.</p> <p>The conventions of Standard English are used to craft varied, strong, correct, and complete sentences for stylistic effect.</p> <p>Embedded in-text citations are varied to enhance the presentation of source details; citations and works cited follow the format recommended by the appropriate style guide (e.g., MLA, APA, Chicago).</p>	<p>Minor errors are present but do not distract the audience. Some editing is needed.</p> <p>The conventions of Standard English are used to construct varied, strong, correct, and complete sentences.</p> <p>In-text citations are used to document sources; works cited and citations follow the format recommended by an appropriate style guide (e.g., MLA, APA, Chicago).</p>	<p>Errors are present and distract the audience. Editing needed.</p> <p>The conventions of Standard English are reflected in sentence construction and completeness; however sentences are limited in variety.</p> <p>In-text citations are used to document sources, but works cited or in text citation formatting is inconsistent or doesn't adhere to style guide specifications.</p>	<p>Errors are present and distract the audience. Considerable editing is needed.</p> <p>The conventions of Standard English are not used to construct correct and complete sentences.</p> <p>In-text and works cited are insufficient or misused.</p>
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