

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

Conventions	Conventions	<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>
