

Critical Lens Basic Rubric

Mr. Rubin



QUALITY	4	3	2	1	0	1
Meaning Understanding and interpretation of TASK and TEXTS	<ul style="list-style-type: none"> Provides an insightful interpretation of the "critical lens" Use "critical lens" to discuss chosen texts 	<ul style="list-style-type: none"> Provides thoughtful interpretation of "critical lens" Use "critical lens" to discuss chosen texts 	<ul style="list-style-type: none"> Provides reasonable interpretation of "critical lens" Imply connections between "critical lens" and chosen texts 	<ul style="list-style-type: none"> Provides simple interpretation of "critical lens" Superficial connections between "critical lens" and chosen texts 	<ul style="list-style-type: none"> Provides confused or inaccurate interpretation of "critical lens" Don't use "critical lens" to analyze texts 	<ul style="list-style-type: none"> Do not refer to "critical lens" No analysis of chosen texts
Development Specific and relevant evidence from TEXT	<ul style="list-style-type: none"> Ideas developed fully and clearly, using LOGIC of evidence from text(s) and literary elements 	<ul style="list-style-type: none"> Ideas developed clearly using evidence from text(s) and literary elements 	<ul style="list-style-type: none"> Ideas developed more clearly than others using evidence from text(s) and literary elements 	<ul style="list-style-type: none"> Ideas developed briefly using some evidence from text(s) Minimally plot summary 	<ul style="list-style-type: none"> Ideas incomplete or undeveloped References to text(s) vague or negative 	<ul style="list-style-type: none"> No evidence from text(s)
Organization FOCUS, sequence, and structure	<ul style="list-style-type: none"> Clear and appropriate focus based on controlling idea Logical and relevant sequence of ideas Excellent transitions use 	<ul style="list-style-type: none"> Clear and appropriate focus based on controlling idea Logical sequence of ideas Transitions use 	<ul style="list-style-type: none"> Clear and appropriate focus based on controlling idea Logical sequence of ideas but some inconsistencies 	<ul style="list-style-type: none"> Establish, but fail to maintain appropriate focus Basic structure 	<ul style="list-style-type: none"> No appropriate focus but some organization OR some focus but no organization 	<ul style="list-style-type: none"> No focus or organization
Language Use Awareness of audience and purpose – sentence structure and variety	<ul style="list-style-type: none"> Language is exact and engaging Awareness of audience and purpose Different types of sentences 	<ul style="list-style-type: none"> Language is natural and original Awareness of audience and purpose Different types of sentences 	<ul style="list-style-type: none"> Appropriate language Some awareness of audience and purpose 	<ul style="list-style-type: none"> Basic vocabulary Little awareness of audience or purpose 	<ul style="list-style-type: none"> Language is inadequate for audience or purpose 	<ul style="list-style-type: none"> Language is not understandable or suitable for audience or purpose
Conventions Spelling, punctuation, grammar, representation, usage	<ul style="list-style-type: none"> No errors, even with complicated language 	<ul style="list-style-type: none"> Occasional errors, only when using complicated language 	<ul style="list-style-type: none"> Occasional errors that don't make it difficult to understand 	<ul style="list-style-type: none"> Occasional errors that make it difficult to understand 	<ul style="list-style-type: none"> Many errors that make it difficult to understand 	<ul style="list-style-type: none"> Illegible or not recognizable as English

- If the student refers to only ONE text, – no higher than a 3
- If the response is only a personal response with NO mention of text(s) – no higher than a 1.
- Response totally unrelated to the topic, illegible, or blank – 0.
- A response totally copied from the text(s) with no original student writing – 0.

Guide For Question 28 Regents

A Loxley



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The School Bulletin and New York State Educational Journal ,1904 Readers' Guide to Periodical Literature
Anna Lorraine Guthrie,1915 An author subject index to selected general interest periodicals of reference value in libraries

Bradshaw's Railway Manual, Shareholders' Guide and Official Directory ,1879 **Catalog of Copyright Entries**
,1929 Catalog of Copyright Entries. Part 1. [B] Group 2. Pamphlets, Etc. New Series Library of Congress. Copyright
Office,1929 **Readers' Guide to Periodical Literature** ,1915 The Portrait (a photograph and memoir). , *The*
Athenaeum ,1907 **"The" Illustrated London News** ,1853 **A Guidebook for Ohio Legislators** Ohio. General
Assembly. Legislative Service Commission,1995 **Three Thousand Grammar Questions** Henry Kiddle,1889

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to Legal Implications of Administrative Decision Making William A. Kaplin,Barbara A. Lee,Neal H. Hutchens,Jacob H.
Rooksby,2019-04-05 Your must have resource on the law of higher education Written by recognized experts in the field the
latest edition of The Law of Higher Education Vol 1 offers college administrators legal counsel and researchers with the most
up to date comprehensive coverage of the legal implications of administrative decision making In the increasingly litigious
environment of higher education William A Kaplin and Barbara A Lee s clear cogent and contextualized legal guide proves
more and more indispensable every year Two new authors Neal H Hutchens and Jacob H Rooksby have joined the Kaplin and
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almanack, directory, shareholders' guide, and manual** George Bradshaw,1848 Athenaeum and Literary Chronicle
,1850 **The British National Bibliography** Arthur James Wells,2001 **Athenaeum** ,1858 Sidney's Emigrant's
Journal ,1849 **The Athenæum** ,1850

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