

Rubric for Critical Ways of Seeing *The Adventures of Huckleberry Finn* in Context Student's Critique



Student Name _____ Date _____

Criterion

A-Grade Work
B-Grade Work
C-Grade Work
D-Grade Work
No Evidence/F

A. Clear Opinion Articulated

- Judicious, insightful opinion(s) of the work clearly articulated
- Opinion clearly articulated
- Organization or excessive plot summary may make opinion hard to find; still present
- Opinion implied rather than explicitly articulated
- No opinion present

B. Persuasive evidence offered

- Powerful evidence supports opinion; may even deal effectively with evidence of the opposing view
- Opinion supported by enough evidence to be persuasive
- Some persuasive evidence present
- Opinion could use substantially more or different evidence to be persuasive
- No evidence present

C. Organization

- Thesis and para-graph organization enhance articulation of opinion; narrow focus of essay may help student reveal specific insight into a single part of the novel
- Clear thesis, logically distinct yet linked main points effectively communicate opinion and its component ideas
- Thesis and distinct main points present
- Thesis may be inadequate to govern whole essay, or main point organization may be inadequate to communicate thesis fully
- No apparent organization; essay appears more like brainstorming

D. Academic Integrity

- Citations are accurate and present wherever others' ideas or words appear
- Citation format may need improvement, but attempt is present to cite all others' words/ideas
- Intent to cite present; serious citation flaws may cast a shadow on the essay's integrity
- Plagiarism or blatant disregard for citing present

E. Grammar/Style

- No grammatical errors; effective writing style
- Minimal grammatical or stylistic errors do not impede appreciation of ideas
- Some grammatical or stylistic errors; appreciation of ideas partially impeded
- Significant grammatical or stylistic errors make appreciation of ideas difficult
- Clear meaning impossible to obtain because of grammar/ stylistic errors

Comparison/Contrast of Two Critics

Criterion

A-Grade Work
B-Grade Work
C-Grade Work
D-Grade Work
No Evidence/F

A. Clear Comprehension of Critics' Views

- Insightful understanding of both critics' views is articulated
- Clear understanding of both critics' views is articulated
- Some understanding of both critics present; may convey clearer understanding of one critic or contain minor misunderstandings
- Significant misunderstandings one or both critics present, along with some minimal understanding of both
- No clear understanding of either critic present

B. Comparison

- Insightful similarities found between the critics' views
- Most substantial similarities between the critics' views identified
- Some significant similarities found between the critics' views
- Insignificant or flawed similarities identified
- The issue of the critics' similarities is not addressed

C. Contrast

- Insightful detection and articulation of contrasts between critics' views
- Most significant contrasts between critics' views clearly identified
- Some significant contrasts between critics views identified
- Insignificant or flawed contrasts identified
- The issue of contrasting ideas in these critics' writing is not address

Cultural Context Analysis: Published Criticism

Criterion

A-Grade Work
B-Grade Work
C-Grade Work
D-Grade Work
No Evidence/F

A. Cultural contexts correctly identified

- Insightful, thorough selection and discussion of key aspects of cultural contexts; convincing evidence provided
- Cultural contexts correctly identified; key relevant aspects of those contexts mentioned; evidence provided
- Some significant aspects of cultural context identified; errors in depicting cultural context of one writer may be present
- Minimal or substantially flawed depictions of critics' cultural context present; evidence may be

lacking

- No facts from cultural contexts discussed

B. Inferences of cultural context's impact on criticism

- Insightful inferences clearly articulated of how each critic's cultural context may impact ideas in criticism
- Logical inferences clearly articulated of how each critic's cultural context may impact ideas in criticism
- Some inferences present; may be lacking supporting detail or may contain minor logical flaws
- Minimal inferences present, or substantial logical flaws exist in inferences
- No connections made between authors' cultural context and their criticism of the novel

C. Academic Integrity

- Citations are accurate and present wherever others' ideas or words appear
- Citation format may need improvement, but attempt is present to cite all others' words/ideas
- Intent to cite present; serious citation flaws may cast a shadow on the essay's integrity
- Plagiarism or blatant disregard for citing present

Cultural Context Analysis: Comparison of Student's Cultural Influence on Criticism with Published Critics

Criterion

A-Grade Work
B-Grade Work
C-Grade Work
D-Grade Work
No Evidence/F

A. Student's cultural context correctly identified

- Insightful, thorough selection and discussion of key aspects of cultural context; convincing evidence provided
- Cultural context correctly identified; key relevant aspects of those contexts mentioned; evidence provided
- Some significant aspects of cultural context identified; errors in depicting cultural context may be present
- Minimal or substantially flawed depictions of student's cultural context present; evidence may be lacking
- No facts from cultural context discussed

B. Inferences of cultural context's impact on criticism

- Insightful inferences clearly articulated of how student's cultural context may impact ideas in criticism essay
- Logical inferences clearly articulated of how student's cultural context may impact ideas in criticism essay
- Some inferences present; may be lacking supporting detail or may contain minor logical flaws
- Minimal inferences present, or substantial logical flaws exist in inferences
- No connections made between student's cultural context and his/her criticism of the novel

C. Comparison/ Contrast of students' cultural influence and published critics

- Insightful comparisons and contrasts made concerning key cultural influences on students' and published critics' ideas

- ❑ Key cultural influences on students' and published critics' ideas compared and contrasted
- ❑ Some comparisons and contrasts made between key cultural influences on students' and published critics' ideas; may be logically flawed or unbalanced
- ❑ Minimal or insignificant comparisons and contrasts made
- ❑ No comparisons or contrasts made

D. Organization

- ❑ Thesis and para-graph organization enhance articulation of opinion; narrow focus of essay may help student reveal specific insight into a single part of the novel
- ❑ Clear thesis, logically distinct yet linked main points effectively communicate opinion and its component ideas
- ❑ Thesis and distinct main points present
- ❑ Thesis may be inadequate to govern whole essay, or main point organization may be inadequate to communicate thesis fully
- ❑ No apparent organization; essay appears more like brainstorming

E. Academic Integrity

- ❑ Citations are accurate and present wherever others' ideas or words appear
- ❑ Citation format may need improvement, but attempt is present to cite all others' words/ideas
- ❑ Intent to cite present; serious citation flaws may cast a shadow on the essay's integrity
- ❑ Plagiarism or blatant disregard for citing present

F. Grammar/Style

- ❑ No grammatical errors; effective writing style
- ❑ Minimal grammatical or stylistic errors do not impede appreciation of ideas
- ❑ Some grammatical or stylistic errors; appreciation of ideas partially impeded
- ❑ Significant grammatical or stylistic errors make appreciation of ideas difficult
- ❑ Clear meaning impossible to obtain because of grammar/ stylistic errors.