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 addressed

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

- 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

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**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.