LAGUARDIA COMMUNITY COLLEGE CRITICAL LITERACY RUBRIC: WRITING, READING AND THINKING Last Updated 1/2013



	6: Masterful	5: Effective	4: Competent	3: Developing	2: Novice	1: Beginning
	· Demonstrates a	· Demonstrates a	· Demonstrates a	· Demonstrates a	Demonstrates a	· Demonstrates a
	superior use of readings	strong use of readings	competent use of readings	developing use of readings	novice use of readings	beginning use of readings
	and/or sources to support a	and/or sources to support	and/or sources to support a	and/or sources to support a	and/or sources to support	and/or sources to support
	well-developed thesis;	well-developed thesis;	developed thesis;	weak thesis;	an inadequate thesis;	an inadequate thesis;
	 Demonstrates a 	 Demonstrates a 	 Demonstrates a 	 Demonstrates 	 Demonstrates a 	· Demonstrates a
	superior use	strong use of	competent use of	developing use of	novice use of	beginning use of
	evidence of	evidence of	evidence of reflection or	evidence of reflection or	evidence of	evidence of reflection or
	reflection or	reflection or	analysis;	analysis;	reflection or	analysis;
	analysis;	analysis;	 Demonstrates a 	 Demonstrates a 	analysis;	· Demonstrates a
	 Demonstrates a 	· Demonstrates a strong	competent use of	developing use of	 Demonstrates a novice 	beginning use of
	superior use of	use of summary;	summary;	summary;	use of summary;	summary;
	summary;	· Demonstrates a strong	· Demonstrates a	· Demonstrates a	 Demonstrates a novice 	· Demonstrates a
	· Demonstrates a	use of synthesis across	competent use of	developing use of	use of synthesis across	beginning use of
6	superior use of	texts;	synthesis across texts;	synthesis across texts;	texts;	synthesis across texts;
Jin	synthesis across texts;	· Demonstrates a strong	· Demonstrates a	· Demonstrates a	 Demonstrates a novice 	· Demonstrates a
ea	 Demonstrates a superior 	ability to recognize and	competent ability to	developing ability to	ability to recognize and	beginning ability to
l (R	ability to recognize and	respond to textual	recognize and respond to	recognize and respond to	respond to textual	recognize and respond to
en	respond to textual	assumptions, arguments,	textual assumptions,	textual assumptions,	assumptions, arguments,	textual assumptions,
Content (Reading)	assumptions, arguments,	and bias;	arguments, and	arguments, and	and bias;	arguments, and bias;
S	and bias;	Demonstrates a strong	bias;	bias;	Demonstrates a novice	· Demonstrates a
	Demonstrates a superior	ability to evaluate purpose,	· Demonstrates a	· Demonstrates a	ability to evaluate purpose,	beginning ability to
	ability to evaluate purpose,	structure and logic in a	competent ability to	developing ability to	structure and logic in a text	evaluate purpose,
	structure and logic in a text	text and draws some	evaluate purpose, structure	evaluate purpose, structure	and draws some sound	structure and logic in a text
	and draws some sound	sound and informed	and logic	and logic	and informed inferences;	and draws some sound
	and informed inferences;	inferences;	in a text and draws	in a text and draws	Demonstrates a novice	and informed inferences;
	Demonstrates a	Demonstrates a strong	some sound and	some sound and	awareness of the author's	Demonstrates a beginning
	superior awareness	awareness of the	informed inferences;	informed inferences;	language (vocabulary,	awareness of the author's
		author's language	· Demonstrates a	· Demonstrates a	denotation/connotation,	language
		(vocabulary,	competent awareness of the	developing awareness of the	etc.), contexts, and tone.	(vocabulary,
		denotation/connotation, etc.),	author's language	author's language		denotation/connotation,
	etc.), contexts, and tone.	contexts, and tone.	(vocabulary, denotation/	(vocabulary,		etc.), contexts, and tone.
			connotation, etc.),	denotation/connotation,		
			contexts, and tone.	etc.), contexts, and tone.		

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	Demonstrates a superior ability to evaluate logic, relevance, and validity of information	Demonstrates a strong ability to evaluate logic, relevance, and validity of information	Demonstrates a competent ability to evaluate logic, relevance, and validity of information	Demonstrates a developing ability to evaluate logic, relevance, and validity of information	Demonstrates a novice ability to evaluate logic, relevance, and validity of information	Demonstrates a beginning ability to evaluate logic, relevance, and validity of information
Content (Thinking)	and argument; Demonstrates a superior ability to recognize and respond to assumptions, arguments, and bias; Demonstrates a superior ability to draw sound and informed inferences; Demonstrates a superior ability to analyze complex issues and arrive at and explain reasoned conclusions; Demonstrates a superior presentation of multiple points of view	and argument; Demonstrates a strong ability to recognize and respond to assumptions, arguments, and bias; Demonstrates a strong ability to draw sound and informed inferences; Demonstrates a strong ability to analyze complex issues and arrive at and explain reasoned conclusions; Demonstrates a strong presentation of multiple points of view.	and argument; Demonstrates a competent ability to recognize and respond to assumptions, arguments, and bias; Demonstrates a competent ability to draw sound and informed inferences; Demonstrates a competent ability to analyze complex issues and arrive at and explain reasoned conclusions; Demonstrates a	and argument; Demonstrates a developing ability to recognize and respond to assumptions, arguments, and bias; Demonstrates a developing ability to draw sound and informed inferences; Demonstrates a developing ability to analyze complex issues and arrive at and explain reasoned conclusions; Demonstrates a	and argument; Demonstrates a novice ability to recognize and respond to assumptions, arguments, and bias; Demonstrates a novice ability to draw sound and informed inferences; Demonstrates a novice ability to analyze complex issues and arrive at and explain reasoned conclusions; Demonstrates a novice presentation of multiple points of view.	and argument; Demonstrates a beginning ability to recognize and respond to assumptions, arguments, and bias; Demonstrates a beginning ability to draw sound and informed inferences; Demonstrates a beginning ability to analyze complex issues and arrive at and explain reasoned conclusions; Demonstrates a beginning presentation of multiple points of view
			competent presentation of multiple points of view	developing presentation of multiple points of view		

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Structure	Employs a superior, logical development of the main idea or thesis; Has a superior beginning, middle, and end; Implements consistently superior support from strong sources for the main idea in each paragraph; Demonstrates superior evidence of skill in using devices such as transitions/coherence markers to achieve fluency; Employs superior, cogent, consistent and selfaware expression of the writer's voice in the context of the perspective of others.	Employs a strong, logical development of the main idea or thesis; Has a strong beginning, middle, and end; Implements consistently strong support from appropriate sources for the main idea in each paragraph; Demonstrates strong evidence of skill in using devices such as transitions/coherence markers to achieve fluency; Employs strong, cogent, consistent and selfaware expression of the writer's voice in the context of the perspective of others.	Employs a clear, logical development of the main idea or thesis; Has an identifiable beginning, middle, and end; Implements consistently adequate support from appropriate sources for the main idea in each paragraph; Demonstrates competent evidence of skill in using devices such as transitions/coherence markers to achieve fluency; Employs cogent, consistent and self- aware expression of the writer's voice in the context of the perspective of others.	-Employs a developing main idea or thesis; - Has a developing beginning, middle, and end; - Implements developing support from sources for the main idea in each paragraph; - Demonstrates developing evidence of skill in using devices such as transitions/ coherence markers to achieve fluency; - Employs developing expression of the writer's voice in the context of the perspective of others.	Employs a novice main idea or thesis; Has a novice beginning, middle, and end; Implements novice support from sources for the main idea in each paragraph; Demonstrates novice evidence of skill in using devices such as transitions/coherence markers to achieve fluency; Employs novice expression of the writer's voice in the context of the perspective of others.	Does not employ a clear, logical development of the main idea or thesis; Does not have an identifiable beginning, middle, and end; Does not implement support from appropriate sources for the main idea in each paragraph; Demonstrates beginning evidence of skill in using devices such as transitions/coherence markers to achieve fluency; Employs inconsistent expression of the writer's voice in the context of the perspective of others.

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	· Implements a superior	· Implements a strong	· Implements a	Implements a	Implements a novice	· Implements a
	application	application	competent	developing	application	beginning
	of basic conventions of	of basic conventions of	application of basic	application of basic	of basic conventions of	application of basic
	grammar, usage, mechanics	grammar, usage, mechanics	conventions of grammar,	conventions of grammar,	grammar, usage, mechanics	conventions of grammar,
	and	and	usage,	usage,	and	usage,
۵.	spelling;	spelling;	mechanics and	mechanics and	spelling;	mechanics and
Style	 Demonstrates a superior 	 Demonstrates a strong 	spelling;	spelling;	 Demonstrates a novice 	spelling;
S	use of vocabulary	use of vocabulary	· Demonstrates a	 Demonstrates a 	use of vocabulary	· Demonstrates a
and	appropriate to the task;	appropriate to the task;	competent use of	developing use of	appropriate to the task;	beginning use of
ge	 Employs superior 	 Employs strong 	vocabulary appropriate to	vocabulary appropriate to	· Employs novice	vocabulary appropriate to
lna	sentence variety;	sentence variety;	the task;	the task;	sentence variety;	the task;
Language	· Demonstrates a	 Demonstrates a strong 	 Employs competent 	 Employs developing 	 Demonstrates a novice 	 Employs a beginning
Ë	superior use of phrasing	use of phrasing and	sentence variety;	sentence variety;	use of phrasing and	sentence variety;
	and syntax;	syntax;	 Demonstrates a 	 Demonstrates a 	syntax;	· Demonstrates a
	 Demonstrates superior 	 Demonstrates strong 	competent use of	developing use of	 Demonstrates novice 	beginning use of
	evidence of idiomatic	evidence of idiomatic	phrasing and syntax;	phrasing and syntax;	evidence of idiomatic	phrasing and syntax;
	fluency.	fluency.	 Demonstrates competent 	 Demonstrates developing 	fluency.	 Demonstrates beginning
			evidence of idiomatic	evidence of idiomatic		evidence of idiomatic
			fluency.	fluency.		fluency.