

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
Content (Reading)	<ul style="list-style-type: none"> <li>· Demonstrates a superior use of readings and/or sources to support a well-developed thesis;</li> <li>· Demonstrates a superior use of evidence of reflection or analysis;</li> <li>· Demonstrates a superior use of summary;</li> <li>· Demonstrates a superior use of synthesis across texts;</li> <li>· Demonstrates a superior ability to recognize and respond to textual assumptions, arguments, and bias;</li> <li>· Demonstrates a superior ability to evaluate purpose, structure and logic in a text and draws some sound and informed inferences;</li> <li>· Demonstrates a superior awareness of the author's language (vocabulary, denotation/connotation, etc.), contexts, and tone.</li> </ul>	<ul style="list-style-type: none"> <li>· Demonstrates a strong use of readings and/or sources to support a well-developed thesis;</li> <li>· Demonstrates a strong use of evidence of reflection or analysis;</li> <li>· Demonstrates a strong use of summary;</li> <li>· Demonstrates a strong use of synthesis across texts;</li> <li>· Demonstrates a strong ability to recognize and respond to textual assumptions, arguments, and bias;</li> <li>· Demonstrates a strong ability to evaluate purpose, structure and logic in a text and draws some sound and informed inferences;</li> <li>· Demonstrates a strong awareness of the author's language (vocabulary, denotation/connotation, etc.), contexts, and tone.</li> </ul>	<ul style="list-style-type: none"> <li>· Demonstrates a competent use of readings and/or sources to support a developed thesis;</li> <li>· Demonstrates a competent use of evidence of reflection or analysis;</li> <li>· Demonstrates a competent use of summary;</li> <li>· Demonstrates a competent use of synthesis across texts;</li> <li>· Demonstrates a competent ability to recognize and respond to textual assumptions, arguments, and bias;</li> <li>· Demonstrates a competent ability to evaluate purpose, structure and logic in a text and draws some sound and informed inferences;</li> <li>· Demonstrates a competent awareness of the author's language (vocabulary, denotation/connotation, etc.), contexts, and tone.</li> </ul>	<ul style="list-style-type: none"> <li>· Demonstrates a developing use of readings and/or sources to support a weak thesis;</li> <li>· Demonstrates a developing use of evidence of reflection or analysis;</li> <li>· Demonstrates a developing use of summary;</li> <li>· Demonstrates a developing use of synthesis across texts;</li> <li>· Demonstrates a developing ability to recognize and respond to textual assumptions, arguments, and bias;</li> <li>· Demonstrates a developing ability to evaluate purpose, structure and logic in a text and draws some sound and informed inferences;</li> <li>· Demonstrates a developing awareness of the author's language (vocabulary, denotation/connotation, etc.), contexts, and tone.</li> </ul>	<ul style="list-style-type: none"> <li>· Demonstrates a novice use of readings and/or sources to support an inadequate thesis;</li> <li>· Demonstrates a novice use of evidence of reflection or analysis;</li> <li>· Demonstrates a novice use of summary;</li> <li>· Demonstrates a novice use of synthesis across texts;</li> <li>· Demonstrates a novice ability to recognize and respond to textual assumptions, arguments, and bias;</li> <li>· Demonstrates a novice ability to evaluate purpose, structure and logic in a text and draws some sound and informed inferences;</li> <li>· Demonstrates a novice awareness of the author's language (vocabulary, denotation/connotation, etc.), contexts, and tone.</li> </ul>	<ul style="list-style-type: none"> <li>· Demonstrates a beginning use of readings and/or sources to support an inadequate thesis;</li> <li>· Demonstrates a beginning use of evidence of reflection or analysis;</li> <li>· Demonstrates a beginning use of summary;</li> <li>· Demonstrates a beginning use of synthesis across texts;</li> <li>· Demonstrates a beginning ability to recognize and respond to textual assumptions, arguments, and bias;</li> <li>· Demonstrates a beginning ability to evaluate purpose, structure and logic in a text and draws some sound and informed inferences;</li> <li>· Demonstrates a beginning awareness of the author's language (vocabulary, denotation/connotation, etc.), contexts, and tone.</li> </ul>

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<b>Content (Thinking)</b>	<ul style="list-style-type: none"> <li>· Demonstrates a superior ability to evaluate logic, relevance, and validity of information and argument;</li> <li>· Demonstrates a superior ability to recognize and respond to assumptions, arguments, and bias;</li> <li>· Demonstrates a superior ability to draw sound and informed inferences;</li> <li>· Demonstrates a superior ability to analyze complex issues and arrive at and explain reasoned conclusions;</li> <li>· Demonstrates a superior presentation of multiple points of view</li> </ul>	<ul style="list-style-type: none"> <li>· Demonstrates a strong ability to evaluate logic, relevance, and validity of information and argument;</li> <li>· Demonstrates a strong ability to recognize and respond to assumptions, arguments, and bias;</li> <li>· Demonstrates a strong ability to draw sound and informed inferences;</li> <li>· Demonstrates a strong ability to analyze complex issues and arrive at and explain reasoned conclusions;</li> <li>· Demonstrates a strong presentation of multiple points of view.</li> </ul>	<ul style="list-style-type: none"> <li>· Demonstrates a competent ability to evaluate logic, relevance, and validity of information and argument;</li> <li>· Demonstrates a competent ability to recognize and respond to assumptions, arguments, and bias;</li> <li>· Demonstrates a competent ability to draw sound and informed inferences;</li> <li>· Demonstrates a competent ability to analyze complex issues and arrive at and explain reasoned conclusions;</li> <li>· Demonstrates a competent presentation of multiple points of view</li> </ul>	<ul style="list-style-type: none"> <li>· Demonstrates a developing ability to evaluate logic, relevance, and validity of information and argument;</li> <li>· Demonstrates a developing ability to recognize and respond to assumptions, arguments, and bias;</li> <li>· Demonstrates a developing ability to draw sound and informed inferences;</li> <li>· Demonstrates a developing ability to analyze complex issues and arrive at and explain reasoned conclusions;</li> <li>· Demonstrates a developing presentation of multiple points of view</li> </ul>	<ul style="list-style-type: none"> <li>· Demonstrates a novice ability to evaluate logic, relevance, and validity of information and argument;</li> <li>· Demonstrates a novice ability to recognize and respond to assumptions, arguments, and bias;</li> <li>· Demonstrates a novice ability to draw sound and informed inferences;</li> <li>· Demonstrates a novice ability to analyze complex issues and arrive at and explain reasoned conclusions;</li> <li>· Demonstrates a novice presentation of multiple points of view.</li> </ul>	<ul style="list-style-type: none"> <li>· Demonstrates a beginning ability to evaluate logic, relevance, and validity of information and argument;</li> <li>· Demonstrates a beginning ability to recognize and respond to assumptions, arguments, and bias;</li> <li>· Demonstrates a beginning ability to draw sound and informed inferences;</li> <li>· Demonstrates a beginning ability to analyze complex issues and arrive at and explain reasoned conclusions;</li> <li>· Demonstrates a beginning presentation of multiple points of view</li> </ul>

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<b>Structure</b>	<ul style="list-style-type: none"> <li>· Employs a superior, logical development of the main idea or thesis;</li> <li>· Has a superior beginning, middle, and end;</li> <li>· Implements consistently superior support from strong sources for the main idea in each paragraph;</li> <li>· Demonstrates superior evidence of skill in using devices such as transitions/coherence markers to achieve fluency;</li> <li>· Employs superior, cogent, consistent and self-aware expression of the writer's voice in the context of the perspective of others.</li> </ul>	<ul style="list-style-type: none"> <li>· Employs a strong, logical development of the main idea or thesis;</li> <li>· Has a strong beginning, middle, and end;</li> <li>· Implements consistently strong support from appropriate sources for the main idea in each paragraph;</li> <li>· Demonstrates strong evidence of skill in using devices such as transitions/coherence markers to achieve fluency;</li> <li>· Employs strong, cogent, consistent and self-aware expression of the writer's voice in the context of the perspective of others.</li> </ul>	<ul style="list-style-type: none"> <li>· Employs a clear, logical development of the main idea or thesis;</li> <li>· Has an identifiable beginning, middle, and end;</li> <li>· Implements consistently adequate support from appropriate sources for the main idea in each paragraph;</li> <li>· Demonstrates competent evidence of skill in using devices such as transitions/coherence markers to achieve fluency;</li> <li>· Employs cogent, consistent and self-aware expression of the writer's voice in the context of the perspective of others.</li> </ul>	<ul style="list-style-type: none"> <li>· Employs a developing main idea or thesis;</li> <li>· Has a developing beginning, middle, and end;</li> <li>· Implements developing support from sources for the main idea in each paragraph;</li> <li>· Demonstrates developing evidence of skill in using devices such as transitions/coherence markers to achieve fluency;</li> <li>· Employs developing expression of the writer's voice in the context of the perspective of others.</li> </ul>	<ul style="list-style-type: none"> <li>· Employs a novice main idea or thesis;</li> <li>· Has a novice beginning, middle, and end;</li> <li>· Implements novice support from sources for the main idea in each paragraph;</li> <li>· Demonstrates novice evidence of skill in using devices such as transitions/coherence markers to achieve fluency;</li> <li>· Employs novice expression of the writer's voice in the context of the perspective of others.</li> </ul>	<ul style="list-style-type: none"> <li>· Does not employ a clear, logical development of the main idea or thesis;</li> <li>· Does not have an identifiable beginning, middle, and end;</li> <li>· Does not implement support from appropriate sources for the main idea in each paragraph;</li> <li>· Demonstrates beginning evidence of skill in using devices such as transitions/coherence markers to achieve fluency;</li> <li>· Employs inconsistent expression of the writer's voice in the context of the perspective of others.</li> </ul>

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Language and Style	<ul style="list-style-type: none"> <li>· Implements a superior application of basic conventions of grammar, usage, mechanics and spelling;</li> <li>· Demonstrates a superior use of vocabulary appropriate to the task;</li> <li>· Employs superior sentence variety;</li> <li>· Demonstrates a superior use of phrasing and syntax;</li> <li>· Demonstrates superior evidence of idiomatic fluency.</li> </ul>	<ul style="list-style-type: none"> <li>· Implements a strong application of basic conventions of grammar, usage, mechanics and spelling;</li> <li>· Demonstrates a strong use of vocabulary appropriate to the task;</li> <li>· Employs strong sentence variety;</li> <li>· Demonstrates a strong use of phrasing and syntax;</li> <li>· Demonstrates strong evidence of idiomatic fluency.</li> </ul>	<ul style="list-style-type: none"> <li>· Implements a competent application of basic conventions of grammar, usage, mechanics and spelling;</li> <li>· Demonstrates a competent use of vocabulary appropriate to the task;</li> <li>· Employs competent sentence variety;</li> <li>· Demonstrates a competent use of phrasing and syntax;</li> <li>· Demonstrates competent evidence of idiomatic fluency.</li> </ul>	<ul style="list-style-type: none"> <li>Implements a developing application of basic conventions of grammar, usage, mechanics and spelling;</li> <li>· Demonstrates a developing use of vocabulary appropriate to the task;</li> <li>· Employs developing sentence variety;</li> <li>· Demonstrates a developing use of phrasing and syntax;</li> <li>· Demonstrates developing evidence of idiomatic fluency.</li> </ul>	<ul style="list-style-type: none"> <li>Implements a novice application of basic conventions of grammar, usage, mechanics and spelling;</li> <li>· Demonstrates a novice use of vocabulary appropriate to the task;</li> <li>· Employs novice sentence variety;</li> <li>· Demonstrates a novice use of phrasing and syntax;</li> <li>· Demonstrates novice evidence of idiomatic fluency.</li> </ul>	<ul style="list-style-type: none"> <li>· Implements a beginning application of basic conventions of grammar, usage, mechanics and spelling;</li> <li>· Demonstrates a beginning use of vocabulary appropriate to the task;</li> <li>· Employs a beginning sentence variety;</li> <li>· Demonstrates a beginning use of phrasing and syntax;</li> <li>· Demonstrates beginning evidence of idiomatic fluency.</li> </ul>