

CRITICAL LITERACY: WRITING, READING, AND THINKING COMPETENCIES ASSESSED FROM A STUDENT-PRODUCED TEXT

ASSESSING CONTENT OF TEXT (WEIGHT = 50%)		ASSESSING STRUCTURE OF TEXT (WEIGHT=30%)	ASSESSING LANGUAGE & STYLE OF TEXT (WEIGHT=20%)
CRITICAL READING	CRITICAL THINKING	LOGIC, ORGANIZATION	GRAMMAR, MECHANICS, VOCABULARY, IDIOM
<p>Competency definition:</p> <ul style="list-style-type: none"> • Essay responds to the prompt; appropriate response to assignment. • Appropriate use of readings and/or sources to support well-developed thesis. • Evidence of reflection or analysis. • Ability to summarize a text • Ability to synthesize across texts • Ability to recognize and respond to textual assumptions, arguments, and bias • Ability to evaluate purpose, structure and logic in a text and draws sound and informed inferences • Awareness of language (vocabulary, denotation/connotation, etc.), contexts, and tone 	<p>Competency definition:</p> <ul style="list-style-type: none"> • Ability to evaluate logic, relevance, and validity of information and argument • Ability to recognize and respond to assumptions, arguments, and bias • Ability to draw sound and informed inferences • Ability to analyze complex issues and arrive at and explain reasoned conclusions • Confident presentation of multiple points of view 	<p>Competency definition:</p> <ul style="list-style-type: none"> • Clear, logical development of the main idea or thesis. • Identifiable beginning, middle, and end. • Consistently adequate support, from appropriate sources, for the main idea in each paragraph • Evidence of skill in using devices such as transitions/coherence markers to achieve fluency. • Cogent, consistent and self-aware expression of the writer’s voice in the context of the perspective of others. 	<p>Competency definition:</p> <ul style="list-style-type: none"> • Competent application of basic conventions of grammar, usage, mechanics and spelling. • Use of vocabulary appropriate to the task. • Sentence variety. • Effective use of phrasing and syntax. • Evidence of idiomatic fluency.

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CRITICAL READING / CRITICAL THINKING	LOGIC, ORGANIZATION	GRAMMAR, MECHANICS, VOCABULARY, IDIOM
Level 6: Superior		
Words to Describe Level 6 Critical Reading/Critical Thinking: comprehensive, very accurate, insightful, pithy, academic, fully realized, confident, creative/original, analytical, sophisticated, logical, sound, incisive, persuasive, broadminded	Words to Describe Level 6 Structure: impressively well-organized, sophisticated, flowing, convincing, coherent, with a distinctly evident voice	Words to Describe Level 6 Language and Style: creative, very clear, exceptional, sophisticated, imaginative, flowing, snap and pop
Level 5: Strong		
Words to Describe Level 5 Critical Reading/Critical Thinking: strong, quite comprehensive, quite accurate, effective, often insightful, generally convincing and supported, usually academic, often creative or original, sufficiently analytical, lucid	Words to Describe Level 5 Structure: effective development, generally logical and coherent, quite smooth transitions, writer's voice is evident.	Words to Describe Level 5 Language and Style: strong, effective, quite sophisticated, quite creative, clear, quite imaginative, quite smooth, the whole hangs together
Level 4: Adequate		
Words to Describe Level 4 Critical Reading/Critical Thinking: OK, not bad, basically understands, unsophisticated but gets and makes the point, gets the gist, lacking mastery but still in control, limited scope but more than single perspective, occasionally original	Words to Describe Level 4 Structure: competent organization, with management of structure though sometimes heavy-handed use of transitions, adequate support, reasonable or average skill in sustaining voice	Words to Describe Level 4 Language and Style: acceptable, middling, standard, appropriate, competent, somewhat imaginative, reasonably clear, reasonably effective, not completely fluid, purged of most of the pratfalls
Level 3: Less than Adequate		
Words to Describe Level 3 Critical Reading/Critical Thinking: superficial, lacking understanding, non-academic, undigested, unfinished or in need of revision, underdeveloped, missing the target. Perfunctory rather than original	Words to Describe Level 3 Structure: below average, lacking overall coherence, lacking in effective focus and plan, mechanistic rather than fluid, formulaic	Words to Describe Level 3 Language and Style: just below average, too many unacceptable elements, not competent, not completely clear, not very imaginative, little or no creativity, dull and generic
Level 2: Weak		
Words to Describe Level 2 Critical Reading/Critical Thinking: poor, sketchy, impaired, profoundly deficient, woeful, inappropriate to assignment, poorly developed, less than perfunctory, lacking in originality	Words to Describe Level 2 Structure: lack of overall plan, disjointed, ineffective and unclear, lacking transitions, poorly developed, with little or no supporting material, fragmented, uncertain voice, higgledy-piggledy	Words to Describe Level 2 Language and Style: too many unacceptable elements, incompetent use of conventions of writing, unclear in many places, ineffective, unimaginative, narrow, not creative, inaccessible
Level 1: Unacceptable		
Words to Describe Level 1 Critical Reading/Critical Thinking: no understanding, totally lost, unintelligible, simplistic, undeveloped, unconnected to the prompt.	Words to Describe Level 1 Structure: very weak organization or no evident organizational plan, undeveloped, with little or no supporting material, few, if any, transitions or other structural devices, no definable beginning, middle, end, no personal voice emerges, shapeless, 'a loose, baggy monster'	Words to Describe Level 1 Language and Style: very weak, unimaginative, incompetent use of language, lacking any flow, completely unclear

