

### Base Rubric

<u>Criteria</u>	<u>Not Developed</u>	<u>Somewhat Developed</u>	<u>Substantially Developed</u>
<u>Text Selection:</u>	Text does not contain specified materials.	Text has some relevant content, but material is uncomplicated and one-dimensional.	Text is compelling and rich material for required analysis; text is open to competing readings and multiple perspectives.
<u>Problem Identification:</u>	Fails to follow assignment.	Identifies task of the assignment, but fails to acknowledge subtly and contradictions.	Specifies the problem of the assignment and acknowledges contradiction and ambiguity.
<u>Thesis:</u>	Student does not have a thesis.	Student has thesis, but thesis is limited and unsophisticated	Student has thesis that is rich, compelling and prompts a complex, engaging reading of text.
<u>Evidence Analysis:</u>	Student fails to refer to text, or references are vague and superficial; student does not use category of analysis to read the text. Fails to use critical vocabulary.	Text is cited, but in obvious manner; category of analysis is used, but in a superficial or unconvincing way. Some use of critical vocabulary and concepts.	Student engages with text in substantial manner with frequent citations; analysis acknowledges contradictory readings; reading of text is credible and persuasive. Frequent and sophisticated use of critical vocabulary and concepts.
<u>Conclusions:</u>	Student fails to draw conclusions.	Student draws conclusions, but they do not flow from student's analysis.	Student draws interesting conclusions that do not summarize the thesis, but flow from evidence and argument.