



UNIT TWO

RUBRIC



STUDENT NAME _____ SUBJECT _____

Literary 11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Informational 11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

	4	3	2	1
Point of View and/or Cultural Experience	Student can articulate the points of view of more than one author or characters, distinguishing between what is directly said and what is really meant (satire, sarcasm, irony, understatement, etc.)	Student can articulate a point of view of an author or character, distinguishing between what is directly said and what is really meant (satire, sarcasm, irony, understatement, etc.)	Student identifies the appropriate point of view but only utilizes what the character or author directly states, ignoring what is really meant.	Student does not identify the correct or appropriate point of view.
Week 1				
Week 2				
Week 3				
Author's Purpose	Student can thoroughly analyze an author's purpose, specifically citing details that reveal their point of view. Students can speculate as to why an author chose one point of view over another and elaborate how it is effective.	Student can analyze the author's purpose, citing specific details from the text that reveal the author's point of view. Student can also identify certain choices the author makes in terms of style (structure, language, etc.) and relate it to the author's purpose.	Student can identify the author's purpose, but misaligns the details that support it.	Student does not identify the appropriate author's purpose.
Week 1				
Week 2				
Week 3				
Rhetoric and Style	Student is able to thoroughly analyze how rhetoric advances the author's purpose, citing specific details. Student also identifies and analyzes how style and content reveal and affect the author's purpose. Student thoroughly evaluates how the structure, style, and content affect the overall power and purpose of the text.	Student is able to analyze how an author uses rhetoric in order to advance the point of view or purpose, including how the style and content affect the overall purpose.	Student can identify an author's use of rhetoric, but does not relate it to the author's purpose.	Student is not able to identify how an author uses rhetoric to advance their purpose.
Week 1				
Week 2				
Week 3				

INSTRUCTIONAL NEXT STEPS: