Rubric for Senior Oral Comps  
Revised Spring 2014

The category headings in each criteria come from Bloom’s Taxonomy as revised by Anderson (Anderson, Krathwohl, Airasian, Cruikshank, Mayer, Pintrich, Raths, Wittrock, 2000; Pohl, 2000; found at http://www.nwlink.com/~donclark/hrd/bloom.html#reference).

<table>
<thead>
<tr>
<th>Rating</th>
<th>Exceptional (Evaluate and Create)</th>
<th>Strong (Apply and Analyze)</th>
<th>Baseline (Recall and Understand)</th>
<th>Not Passing</th>
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<td>Evaluation of Literary Works (Outcome 1)</td>
<td>In addition to the requirements for strong proficiency, student interprets individual literary works in ways that respond to movements, themes, and theoretical-critical approaches using both general and specific features of those works. The student may generate original insight into these works. Student can make claims about how her or his interpretation advances or complicates understandings of particular authors and their relationship to the larger period.</td>
<td>In addition to the requirements for baseline proficiency, student relates the movements and themes to each other, and literary period to the historical period. Student connects the work and characteristics of different authors in order to define the characteristic concepts of the period. Student distinguishes between different theoretical or critical approaches to the literature and the period. Students identifies specific features of individual literary works, and uses them to illustrate movements, themes, and theoretical-critical approaches.</td>
<td>Student can identify the major themes, authors, and movements of the literary period, including the characteristics of those movements. Student can summarize literary critical and theoretical approaches to the period. Student can recall historical events or movements relevant to the period and its literature. Student can identify at a general level themes, plots and features of individual literary works within that period and those movements, and connect those generalities to the themes and characteristics of the period and its movements.</td>
<td>Student fails to meet the baseline standards for evaluating literary works.</td>
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| Appraisal of Literary Language  
(Outcome 2) | In addition to the requirements for strong proficiency, student is able to combine multiple strategies into coherent patterns in order to produce a sustained and valid interpretation of the work. Student can answer or anticipate challenges to that interpretation. | In addition to the requirements for baseline proficiency, student can, from memory or with a given text or piece of text, demonstrate how some of those strategies work at particular places within a text, and analyze how that particular strategy relates to the larger meaning of the work. | Recall and Understand: Student can define standard descriptive terms for literary language: figurative language; theme, symbol, image; plot, narrative, character; genre and mode; and other possible techniques and forms. Student can recall and identify these strategies as they are employed by authors within individual works. | Student fails to meet the baseline standards for appraising literary language. |
|---|---|---|---|---|
| Rating  
Bloom’s Taxonomy: Affective Domain  
(Critical Reading and Communication Skills for her or his chosen endeavor  
(Outcome 4)) | Exceptional  
Organization and internalizing values | Strong  
Valuing | Baseline  
Reception and response | Not Passing |
| In addition to the requirements for strong proficiency, student organizes and analyzes both the possible experiences and the literary works and techniques in order to engage the examiner. In responding to ideas and questions from the examiner, student is able to revise their ideas, integrating the examiner’s questions or observations to produce new insights. | In addition to the requirements for baseline proficiency, student can propose a way of presenting the material of the comp for an intended audience, such as a particular readership, or a particular kind of classroom. AND/OR Student can generalize from issues raised in the evaluation of works or strategies to career or vocational situations (e.g. “Bartleby the Scrivener” to issues in business; rhetorical technique to marketing techniques). In responding to questions, student is able to justify her or his responses, or propose alternative responses. | Student can articulate general goals or ambitions for her or his future. Student can answer questions about these ambitions or goals. Student speaks clearly, and answers questions as they are asked. | Student fails to meet the baseline standards for critical reading and communication. |