



Author of this pedagogical material: Anna M. Brígido-Corachán  
Departamento de Filología Inglesa y Alemana. Universitat de València.

### **Rubric to Assess Patterns of Argumentation and Critical Thinking in Literary Analysis**

This assessment rubric can be used to evaluate research essays and student-produced texts where the development of critical thinking skills is valued as a key component of the task. It is part of a longer study on video-essays published in *The International Journal of Learning in Higher Education* (2021).

Insufficient	Contribution has no clear theoretical or thematic focus; no bibliographic references are provided or these are non-academic and unacceptable; it uses descriptive rather than evaluative language; very few processes of reasoning are identified, no awareness of point of view or social context, no conclusions or original thoughts are presented.
Low	Contribution is structured around themes rather than around a focused research question or thesis; it is mostly descriptive with few instances of critical close-reading of the text; very few processes of reasoning are identified, students show insufficient awareness of point of view or social context, no conclusions or original thoughts are provided; academic sources used are insufficient.
Medium	Contribution seems to be structured around a research question or thesis but there are some digressions which show a lack of focus or cohesion; some instances of close-reading can be found but these are not original or effectively used to support the thesis; some processes of reasoning, point of view or context are identified, some conclusions and original sources are provided; students use some relevant academic sources.
Medium-High	Contribution is structured around a research question or thesis with few digressions, it presents critical close-reading of key passages and these are effectively used; processes of reasoning, point of view, and social context are adequately applied, some conclusions and original sources are provided; students use relevant academic sources.
High	Contribution is structured around an engaging and original research question or thesis with no digressions; it presents critical close-reading of key passages; the ideas presented challenge previous assumptions and are original; processes of reasoning evince high cognitive engagement; point of view and social context are analyzed; conclusions and relevant academic sources are provided; fluid succession of ideas and coherent argumentative structure.

#### **Source:**

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