Literary Analysis Writing Rubric

Skill Area	6 Responses at this level:	5 Responses at this level:	4 Responses at this level:	3 Responses at this level:	2 Responses at this level:	1 Responses at this level:
Meaning Sound understanding, interpretation, and analysis	Offer **insightful** interpretations of the text with analysis that goes **well beyond a literal level.**	Offer **accurate** interpretations of the text with analysis that goes beyond a literal level.	Convey an accurate although somewhat **basic** understanding of the text and offer **partially explained** and/or somewhat **literal** interpretations.	Convey a **partly accurate** understanding of the text and offer few or **superficial** interpretations with a **tendency to retell**.	Convey a **confused** or **largely inaccurate** understanding of the text and offer **unclear** interpretations.	Provide **no evidence** of understanding and **make no interpretations.**
Development Specific and relevant details that support the thesis	Develop ideas clearly, **elaborate** on specific textual evidence, and reveal an **insightful** understanding of the author's use of literary elements and techniques.	Develop ideas clearly, **explain** key textual evidence, and reveal an understanding of the author's use of literary elements and techniques.	Develop **some ideas more fully than others**, using relevant textual evidence and reveal **some understanding** of the author's use of literary elements and techniques.	Develop ideas **briefly** or **partially**, using some textual evidence but **w/o much elaboration** and reveal a vague understanding of the author's use of literary elements and techniques.	Contain textual evidence that **is vague, irrelevant, repetitive and/or unjustified** and reveal a **confused understanding** of the author's use of literary elements and techniques.	**Do not include textual evidence** and **reveal no understanding** of the author's use of literary elements and techniques.
Organization Thesis statement and organization of key elements of support and paragraphing	Contain **a compelling** thesis statement, use **insightful** analytical topic and concluding sentences, and make **skillful** use of transition words and phrases.	Contain a **clear** thesis statement, use topic and concluding sentences, and make use of transition words and phrases.	Contain a clear thesis statement but **ideas within paragraphs may be inconsistently organized**. Make some attempt to use basic transitions.	**Fail to maintain focus on the thesis statement**. Exhibit a basic structure **but lack coherence**. Make an **inconsistent** attempt to use transitions.	Establish a **confused** or **irrelevant** thesis. Exhibit some attempt to provide a beginning, middle, and an end. Make **little attempt** to use transitions.	**Fail to include a thesis.** Exhibit a **complete lack of organization**. Make **no attempt** to use transitions.
Language Word choice and sentence variety	Use language that is **precise**, **engaging**, and **sophisticated** and incorporate a **wide range** of varied sentence patterns.	Use language that is **original** and incorporate **some** varied sentence patterns.	Use **appropriate** language and make some attempt to use sentence variety but with **uneven success**.	Rely on **basic** vocabulary and rely on a **limited range** of syntactic structures.	Use language that is **imprecise** or **unsuitable** and reveal a **confused** understanding of how to write in complete sentences.	Use language that is **incoherent** or **inappropriate** and include a preponderance of **sentence fragments and run-ons.**
Conventions Spelling, punctuation, capitalization, usage	Demonstrate control of the conventions with **essentially no errors**.	Demonstrate control of the conventions, exhibiting **occasional errors only when using sophisticated language** (e.g. punctuation of complex sentences).	Demonstrate partial control, exhibiting **occasional errors** that do not hinder comprehension (e.g. incorrect use of homonyms).	Exhibit frequent errors that **somewhat hinder** comprehension (e.g. agreement of pronouns and antecedents, spelling of basic words, errors in verb tenses).	Exhibit **frequent** errors that make comprehension difficult (e.g. subject-verb agreement).	Exhibit numerous errors of **several kinds.**