

## Literary Analysis Writing Rubric

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