

## LITERARY RUBRIC

|                  | Focus and Purpose   | Content Development/Elaboration   | Organization   | Language Use, Voice, and Style  | Grammar and Mechanics  |
|------------------|---|---|--|---|--|
|                  | The extent to which the analysis establishes and maintains a thesis/controlling idea; demonstrates understanding of the text, audience, and purpose of the analytical task; <sup>1</sup> evaluates or responds to literature and/or literary nonfiction; and completes the task. 1. Primary types of analysis include literary, dramatic, poetic, and rhetorical. | The extent to which the analysis develops ideas by integrating specific, relevant evidence from the text and/or sources <sup>2</sup> (e.g., direct quotes, paraphrasing, examples, explanation, and/or references). 2. Secondary sources, multimedia, performances, and/or other forms, as applicable to the prompt task. | The extent to which the analysis demonstrates a cohesive and unified organizational structure, paragraphing, and transitional strategies that clarify relationships among ideas and concepts.  | The extent to which the analysis establishes and consistently maintains a style and tone appropriate to the audience, demonstrates effective control of language, and uses domain-specific word choice and varied sentence structure. | The extent to which the analysis demonstrates control of mechanics and conventions, including grammar, punctuation, and spelling.                        |
| 6-Very Effective | Demonstrates a thorough and insightful understanding of the task, purpose, and audience. Establishes and maintains a clearly focused thesis/controlling idea and provides an in-depth critical analysis/interpretation <sup>1</sup> of the literary work(s). Completes all parts of the task and may go beyond the limits of the task.                            | Develops ideas by expertly integrating specific textual and/or source-based evidence. <sup>2</sup> Uses a variety of elaborative techniques to support the analysis. Cites evidence appropriately.  | Demonstrates a cohesive and unified structure that clarifies relationships among ideas and concepts. Analytical structure is appropriate to the task. Contains an engaging introduction and an insightful conclusion. Uses effective and skillful paragraphing and transitional strategies throughout. | Demonstrates a very effective style and tone, precise control of language, domain-specific word choice, and an exceptional awareness of audience. Uses well-structured and varied sentences.  | Contains few or no errors in grammar, mechanics, punctuation, and spelling.  |
| 5-Good           | Demonstrates a clear understanding of the task, purpose, and audience. Establishes and maintains an effective thesis/controlling idea throughout the response and provides a complete analysis/interpretation <sup>1</sup> of the literary work(s). Completes all parts of the task.  | Develops ideas by successfully integrating specific textual and/or source-based evidence. <sup>2</sup> Uses consistent elaborative techniques to support the analysis. Cites evidence appropriately.  | Demonstrates a mostly unified structure that clarifies relationships among ideas and concepts. Analytical structure is appropriate to the task. Contains a strong introduction and conclusion. Uses consistent paragraphing and transitional strategies.   | Demonstrates an effective style and tone, consistent control of language, domain-specific word choice, and a clear awareness of audience. Mostly uses well-structured and varied sentences.   | Contains few errors in grammar, mechanics, punctuation, and spelling that do not interfere with the communication of the message.                        |
| 4-Adequate       | Demonstrates a general understanding of the task, purpose, and audience. Adequately establishes and maintains a thesis/controlling idea throughout the response and provides a proficient analysis/interpretation <sup>1</sup> of the literary work(s). Completes most parts of the task.   | Develops ideas by adequately integrating some specific textual and/or source-based evidence. <sup>2</sup> Uses sufficient elaborative techniques to support the analysis. Mostly cites evidence appropriately.  | Demonstrates a generally unified structure that sufficiently connects ideas and concepts. Analytical structure is evident. Contains an adequate introduction and conclusion. Uses adequate paragraphing and transitional strategies.   | Demonstrates an appropriate style and tone, adequate control of language, domain-specific word choice, and a general awareness of audience. Mostly uses correct sentence structure with some sentence variety.                        | Contains some errors in grammar, mechanics, punctuation, and spelling that do not significantly interfere with the communication of the message.         |
| 3-Limited        | Demonstrates a limited understanding of the task, purpose, and audience. The thesis/controlling idea may be unclear or unfocused. Analysis/interpretation <sup>1</sup> may be superficial or vague. Completes some parts of the task.   | Partially develops ideas and may include inconsistent or irrelevant textual and/or source-based evidence. <sup>2</sup> Uses weak or ineffective elaborative techniques to support the analysis. May cite evidence appropriately.  | Demonstrates limited evidence of organizational structure that connects ideas and concepts. May contain an uncertain introduction and/or conclusion. Uses inconsistent paragraphing and transitional strategies with little variety.   | May demonstrate an appropriate style and tone, limited control of language, simplistic word choice, and some awareness of audience. May use simple or repetitive sentence structure with insufficient sentence variety.               | Contains several noticeable or distracting errors in grammar, mechanics, punctuation, and spelling that interfere with the communication of the message. |
| 2-Minimal        | Demonstrates a minimal understanding of the task, purpose, and audience. Establishes a weak thesis/controlling idea. Analysis/interpretation <sup>1</sup> may be confusing and/or incomplete. Completes few parts of the task.  | Develops ideas incompletely with insufficient textual and/or source-based evidence. <sup>2</sup> Uses minimal elaborative techniques to support the analysis. May attempt to cite evidence.   | Demonstrates minimal evidence of organizational structure that connects ideas and concepts. Contains a weak introduction and/or conclusion. Uses ineffective paragraphing and transitional strategies.   | Demonstrates an ineffective style and tone, minimal control of language, vague word choice, and a minimal awareness of audience. Makes basic errors in sentence structure and uses little sentence variety.                           | Contains serious errors in grammar, mechanics, punctuation, and spelling that interfere with the communication of the message.                           |
| 1-Inadequate     | Demonstrates a lack of understanding of the task, purpose, and audience. The thesis/controlling idea may be ambiguous or absent. Provides little to no analysis/interpretation. <sup>1</sup> Completes few or no parts of the task.   | Demonstrates little, if any, development of ideas. Uses few or no meaningful references to the text and/or sources. <sup>2</sup> Provides inadequate details.   | Demonstrates little or no evidence of organizational structure or connection of ideas. Lacks an introduction and/or conclusion. Uses inadequate or no paragraphing and transitional strategies.  | Demonstrates little evidence of style, tone, or control of language. Uses confusing or incoherent word choice and exhibits no awareness of audience. Makes major errors in sentence structure.  | Contains errors so severe in grammar, mechanics, punctuation, and spelling that they significantly interfere with the communication of the message.      |