

# 10-1 CRITICAL ANALYTICAL RESPONSE TO LITERARY TEXTS RUBRIC

CRITERIA	EXCELLENT		PROFICIENT		SATISFACTORY		LIMITED		POOR	
<b>THOUGHT &amp; UNDERSTANDING</b>	<p><i>When assessing, marker considers:</i></p> <ul style="list-style-type: none"> <li>▪ <i>The quality of the literary interpretations &amp; understanding.</i></li> <li>▪ <i>How effectively the student's ideas relate to the assignment.</i></li> </ul>	<input type="checkbox"/> Literary interpretations are <b>PERCEPTIVE</b> .  5	<input type="checkbox"/> Literary interpretations are <b>PERCEPTIVE</b> .  4.5	<input type="checkbox"/> Literary interpretations are <b>SENSIBLE</b> .  4	<input type="checkbox"/> Literary interpretations are <b>SENSIBLE</b> .  3.5	<input type="checkbox"/> Literary interpretations are <b>STRAIGHT-FORWARD</b> .  3	<input type="checkbox"/> Literary interpretations are <b>INCOMPLETE</b> .  2.5	<input type="checkbox"/> Literary interpretations are <b>INCOMPLETE</b> .  2	<input type="checkbox"/> Literary interpretations are <b>NOT DEFENSIBLE</b> .  1.5	<input type="checkbox"/> Literary interpretations are <b>NOT DEFENSIBLE</b> .  1
	<input type="checkbox"/> Understanding of the topic is <b>INTUITIVE</b> .  10	<input type="checkbox"/> Understanding of the topic is <b>INTUITIVE</b> .  9	<input type="checkbox"/> Understanding of the topic is <b>THOUGHTFUL</b> .  8	<input type="checkbox"/> Understanding of the topic is <b>THOUGHTFUL</b> .  7	<input type="checkbox"/> Understanding of the topic is <b>CLEAR</b> .  6	<input type="checkbox"/> Understanding of the topic is <b>CLEAR</b> .  5	<input type="checkbox"/> Understanding of the topic is <b>PARTIAL</b> .  4	<input type="checkbox"/> Understanding of the topic is <b>PARTIAL</b> .  3	<input type="checkbox"/> Understanding of the topic is <b>ABSENT</b> .  2	<input type="checkbox"/> Understanding of the topic is <b>ABSENT</b> .  1
	<input type="checkbox"/> Thesis statement <b>PRESENTS CAUSE / EFFECT</b> .  5	<input type="checkbox"/> Thesis statement <b>PRESENTS CAUSE / EFFECT</b> .  4.5	<input type="checkbox"/> Thesis statement <b>ATTEMPTS TO SHOW A CAUSE/EFFECT</b> .  4	<input type="checkbox"/> Thesis statement <b>ATTEMPTS TO SHOW A CAUSE/EFFECT</b> .  3.5	<input type="checkbox"/> Thesis statement <b>PROVIDES DIRECTION BUT MAY NOT BE SPECIFIC</b> .  3	<input type="checkbox"/> Thesis statement <b>PROVIDES DIRECTION BUT MAY NOT BE SPECIFIC</b> .  2.5	<input type="checkbox"/> Thesis statement is <b>INFERRED</b> but not clearly stated.  2	<input type="checkbox"/> Thesis statement is <b>INFERRED</b> but not clearly stated.  1.5	<input type="checkbox"/> Thesis statement is <b>NOT PRESENT</b> .  1	<input type="checkbox"/> Thesis statement is <b>NOT PRESENT</b> .  1
	[SLO: 2.1.2 & 2.3.1]	5	4.5	4	3.5	3	2.5	2	1.5	1
<b>SUPPORTING EVIDENCE</b>	<p><i>When assessing, marker considers:</i></p> <ul style="list-style-type: none"> <li>▪ <i>The selection &amp; quality of evidence.</i></li> <li>▪ <i>How well the supporting evidence is employed, developed, &amp; synthesized to support the student's ideas.</i></li> </ul>	<input type="checkbox"/> Selection of evidence is <b>CAREFULLY CHOSEN</b> .  5	<input type="checkbox"/> Selection of evidence is <b>CAREFULLY CHOSEN</b> .  4.5	<input type="checkbox"/> Selection of evidence is <b>ACCURATE</b> .  4	<input type="checkbox"/> Selection of evidence is <b>ACCURATE</b> .  3.5	<input type="checkbox"/> Selection of evidence is <b>CONVENTIONAL</b> (i.e. plot summary).  3	<input type="checkbox"/> Selection of evidence is <b>CONVENTIONAL</b> (i.e. plot summary).  2.5	<input type="checkbox"/> Selection of evidence is <b>INAPPROPRIATELY CHOSEN</b> .  2	<input type="checkbox"/> Selection of evidence is <b>INAPPROPRIATELY CHOSEN</b> .  1.5	<input type="checkbox"/> Selection of evidence is <b>IRRELEVANT</b> .  1
	<input type="checkbox"/> Explanations are <b>PRECISE</b> .  10	<input type="checkbox"/> Explanations are <b>PRECISE</b> .  9	<input type="checkbox"/> Explanations are <b>RELEVANT</b> .  8	<input type="checkbox"/> Explanations are <b>RELEVANT</b> .  7	<input type="checkbox"/> Explanations are <b>GENERAL</b> .  6	<input type="checkbox"/> Explanations are <b>GENERAL</b> .  5	<input type="checkbox"/> Explanations are <b>UNDERDEVELOPED</b> .  4	<input type="checkbox"/> Explanations are <b>UNDERDEVELOPED</b> .  3	<input type="checkbox"/> Explanations are <b>MISLEADING OR ABSENT</b> .  2	<input type="checkbox"/> Explanations are <b>MISLEADING OR ABSENT</b> .  1
	<input type="checkbox"/> PQC / PPA / PEA is <b>SOPHISTICATED</b> .  5	<input type="checkbox"/> PQC / PPA / PEA is <b>SOPHISTICATED</b> .  4.5	<input type="checkbox"/> PQC / PPA / PEA is <b>CONSISTENT / COMPETENT</b> .  4	<input type="checkbox"/> PQC / PPA / PEA is <b>CONSISTENT / COMPETENT</b> .  3.5	<input type="checkbox"/> PQC / PPA / PEA is <b>DEVELOPING / AWKWARD</b> .  3	<input type="checkbox"/> PQC / PPA / PEA is <b>DEVELOPING / AWKWARD</b> .  2.5	<input type="checkbox"/> PQC / PPA / PEA is <b>INFREQUENT</b> .  2	<input type="checkbox"/> PQC / PPA / PEA is <b>INFREQUENT</b> .  1.5	<input type="checkbox"/> PQC / PPA / PEA is <b>NONEXISTENT</b> .  1	<input type="checkbox"/> PQC / PPA / PEA is <b>NONEXISTENT</b> .  1
	[SLO: 3.2.3, 4.1.3 & 4.2.1]	5	4.5	4	3.5	3	2.5	2	1.5	1
<b>STUDENT NAME</b>										%

CRITERIA		EXCELLENT		PROFICIENT		SATISFACTORY		LIMITED		POOR	
<b>FORM &amp; STRUCTURE</b>	<i>When assessing, marker considers how organizational choices result in:</i>	<input type="checkbox"/> Organization is <b>PURPOSEFUL.</b>		<input type="checkbox"/> Organization is <b>CONTROLLED.</b>		<input type="checkbox"/> Organization is <b>GENERALLY CLEAR.</b>		<input type="checkbox"/> Organization is <b>FALTERING.</b>		<input type="checkbox"/> Organization is <b>NON-FUNCTIONAL.</b>	
	▪ <i>A <b>coherent, focused, &amp; shaped</b> arrangement &amp; discussion in response to the assignment.</i>	10	9	8	7	6	5	4	3	2	
	<input type="checkbox"/> The controlling idea is <b>EFFECTIVELY MAINTAINED.</b>			<input type="checkbox"/> The controlling idea is <b>MAINTAINED.</b>		<input type="checkbox"/> The controlling idea is <b>GENERALLY MAINTAINED.</b>		<input type="checkbox"/> The controlling idea is <b>DEVELOPING.</b>		<input type="checkbox"/> The controlling idea is <b>ABSENT.</b>	
	▪ <i>A <b>unifying effect</b> or a <b>controlling idea</b> that is developed &amp; maintained.</i>	5	4.5	4	3.5	3	2.5	2	1.5	1	
	<input type="checkbox"/> Beginnings & endings are <b>EFFECTIVE &amp; SKILLFUL.</b>			<input type="checkbox"/> Beginnings & endings are <b>COMPETENT.</b>		<input type="checkbox"/> Beginnings & endings are <b>FUNCTIONAL.</b>		<input type="checkbox"/> Beginnings & endings are <b>INEFFECTIVE.</b>		<input type="checkbox"/> Beginnings & endings are <b>VAGUE &amp; UNFOCUSSED.</b>	
	[SLO: 4.2.2]	5	4.5	4	3.5	3	2.5	2	1.5	1	
<b>MATTERS OF CHOICE</b>	<i>When assessing, marker considers:</i>	<input type="checkbox"/> Diction is <b>CONFIDENT &amp; PURPOSEFUL.</b>		<input type="checkbox"/> Diction is <b>CAREFULLY CHOSEN.</b>		<input type="checkbox"/> Diction is <b>CLEAR BUT GENERAL.</b>		<input type="checkbox"/> Diction is <b>IMPRECISE.</b>		<input type="checkbox"/> Diction is <b>INACCURATE.</b>	
	▪ <i>Choices of <b>syntactic structures &amp; style</b> (such as parallelism, balance, inversion).</i>	5	4.5	4	3.5	3	2.5	2	1.5	1	
	<input type="checkbox"/> Syntax & Style is <b>CONFIDENT &amp; PURPOSEFUL.</b>			<input type="checkbox"/> Syntax & Style is <b>CAREFULLY CHOSEN.</b>		<input type="checkbox"/> Syntax & Style is <b>CLEAR BUT GENERAL.</b>		<input type="checkbox"/> Syntax & Style is <b>AWKWARD OR UNCLEAR.</b>		<input type="checkbox"/> Syntax & Style is <b>UNCONTROLLED / CONFUSING.</b>	
	▪ <i>The extent to which <b>stylistic choices</b> contribute to the creation of <b>voice</b>.</i>	10	9	8	7	6	5	4	3	2	
	<input type="checkbox"/> Formal voice is <b>CONFIDENT.</b>			<input type="checkbox"/> Formal voice is <b>GENERALLY EFFECTIVE.</b>		<input type="checkbox"/> Formal voice is <b>APPROPRIATE.</b>		<input type="checkbox"/> Formal voice is <b>INCONSISTENT.</b>		<input type="checkbox"/> Voice is <b>CONFUSED / INAPPROPRIATE.</b>	
	[SLO: 4.2.3]	5	4.5	4	3.5	3	2.5	2	1.5	1	
<b>MATTERS OF CORRECTNESS</b>	<i>When assessing, marker considers:</i>	<input type="checkbox"/> Control of mechanics is <b>CONFIDENT.</b>		<input type="checkbox"/> Control of mechanics is <b>COMPETENT.</b>		<input type="checkbox"/> Control of mechanics is <b>GENERAL.</b>		<input type="checkbox"/> Control of mechanics is <b>LIMITED.</b>		<input type="checkbox"/> Control of mechanics <b>LACKS CONTROL.</b>	
	▪ <i><b>Grammar &amp; Mechanics</b></i>	5	4.5	4	3.5	3	2.5	2	1.5	1	
	<input type="checkbox"/> Control of punctuation is <b>CONFIDENT.</b>			<input type="checkbox"/> Control of punctuation is <b>COMPETENT.</b>		<input type="checkbox"/> Control of punctuation is <b>GENERAL.</b>		<input type="checkbox"/> Control of punctuation is <b>LIMITED.</b>		<input type="checkbox"/> Control of punctuation <b>LACKS CONTROL.</b>	
	▪ <i><b>Proportion vs. complexity / length of response.</b></i>	10	9	8	7	6	5	4	3	2	
	<input type="checkbox"/> Relative absence of errors is <b>IMPRESSIVE.</b>			<input type="checkbox"/> Errors are <b>UNDERSTANDABLE.</b>		<input type="checkbox"/> Errors are <b>OCCASIONAL</b> (do not interfere with meaning).		<input type="checkbox"/> Errors <b>BLUR MEANING.</b>		Errors are <b>JARRING &amp; FREQUENT.</b>	
	[SLO: 4.2.4]	5	4.5	4	3.5	3	2.5	2	1.5	1	
<b>COMMENTS</b>											