

20-1 CRITICAL ANALYTICAL RESPONSE TO LITERARY TEXTS RUBRIC

CRITERIA		EXCELLENT		PROFICIENT		SATISFACTORY		LIMITED		POOR	
THOUGHT & UNDERSTANDING	<i>When assessing, marker considers:</i> <ul style="list-style-type: none"> ▪ <i>The quality of the literary interpretations & understanding.</i> ▪ <i>How effectively the student's ideas relate to the assignment.</i> 	<input type="checkbox"/> Literary interpretations are PERCEPTIVE . 10	9	<input type="checkbox"/> Literary interpretations are SENSIBLE . 8	7	<input type="checkbox"/> Literary interpretations are STRAIGHT-FORWARD . 6	5	<input type="checkbox"/> Literary interpretations are INCOMPLETE . 4	3	<input type="checkbox"/> Literary interpretations are NOT DEFENSIBLE . 2	
	<input type="checkbox"/> Understanding of the topic is INTUITIVE . 10	9	<input type="checkbox"/> Understanding of the topic is THOUGHTFUL . 8	7	<input type="checkbox"/> Understanding of the topic is CLEAR . 6	5	<input type="checkbox"/> Understanding of the topic is PARTIAL . 4	3	<input type="checkbox"/> Understanding of the topic is ABSENT . 2		
	<input type="checkbox"/> Thesis statement PRESENTS CAUSE / EFFECT . 5	4.5	<input type="checkbox"/> Thesis statement ATTEMPTS TO SHOW A CAUSE/EFFECT . 4	3.5	<input type="checkbox"/> Thesis statement PROVIDES DIRECTION BUT MAY NOT BE SPECIFIC . 3	2.5	<input type="checkbox"/> Thesis statement is INFERRED but not clearly stated. 2	1.5	<input type="checkbox"/> Thesis statement is NOT PRESENT . 1		
	[SLO: 2.1.2 & 2.3.1]	5	4.5	4	3.5	3	2.5	2	1.5	1	
SUPPORTING EVIDENCE	<i>When assessing, marker considers:</i> <ul style="list-style-type: none"> ▪ <i>The selection & quality of evidence.</i> ▪ <i>How well the supporting evidence is employed, developed, & synthesized to support the student's ideas.</i> 	<input type="checkbox"/> Selection of evidence is CAREFULLY CHOSEN . 10	9	<input type="checkbox"/> Selection of evidence is ACCURATE . 8	7	<input type="checkbox"/> Selection of evidence is CONVENTIONAL (i.e. plot summary). 6	5	<input type="checkbox"/> Selection of evidence is INAPPROPRIATELY CHOSEN . 4	3	<input type="checkbox"/> Selection of evidence is IRRELEVANT . 2	
	<input type="checkbox"/> Explanations are PRECISE . 15	13.5	<input type="checkbox"/> Explanations are RELEVANT . 12	10.5	<input type="checkbox"/> Explanations are GENERAL . 9	7.5	<input type="checkbox"/> Explanations are UNDERDEVELOPED . 6	4.5	<input type="checkbox"/> Explanations are MISLEADING OR ABSENT . 3		
	<input type="checkbox"/> PQC / PPA / PEA is SOPHISTICATED . 5	4.5	<input type="checkbox"/> PQC / PPA / PEA is CONSISTENT / COMPETENT . 4	3.5	<input type="checkbox"/> PQC / PPA / PEA is DEVELOPING / AWKWARD . 3	2.5	<input type="checkbox"/> PQC / PPA / PEA is INFREQUENT . 2	1.5	<input type="checkbox"/> PQC / PPA / PEA is NONEXISTENT . 1		
	[SLO: 3.2.3, 4.1.3 & 4.2.1]	5	4.5	4	3.5	3	2.5	2	1.5	1	
STUDENT NAME											0/0

CRITERIA		EXCELLENT		PROFICIENT		SATISFACTORY		LIMITED		POOR	
FORM & STRUCTURE	<p><i>When assessing, marker considers how organizational choices result in:</i></p> <ul style="list-style-type: none"> ▪ <i>A coherent, focused, & shaped arrangement & discussion in response to the assignment.</i> ▪ <i>A unifying effect or a controlling idea that is developed & maintained.</i> <p>[SLO: 4.2.2]</p>	<input type="checkbox"/> Organization is PURPOSEFUL.		<input type="checkbox"/> Organization is CONTROLLED.		<input type="checkbox"/> Organization is GENERALLY CLEAR.		<input type="checkbox"/> Organization is FALTERING.		<input type="checkbox"/> Organization is NON-FUNCTIONAL.	
		5	4.5	4	3.5	3	2.5	2	1.5	1	
		<input type="checkbox"/> The controlling idea is EFFECTIVELY MAINTAINED.		<input type="checkbox"/> The controlling idea is MAINTAINED.		<input type="checkbox"/> The controlling idea is GENERALLY MAINTAINED.		<input type="checkbox"/> The controlling idea is DEVELOPING.		<input type="checkbox"/> The controlling idea is ABSENT.	
		5	4.5	4	3.5	3	2.5	2	1.5	1	
		<input type="checkbox"/> Beginnings & endings are EFFECTIVE & SKILLFUL.		<input type="checkbox"/> Beginnings & endings are COMPETENT.		<input type="checkbox"/> Beginnings & endings are FUNCTIONAL.		<input type="checkbox"/> Beginnings & endings are INEFFECTIVE.		<input type="checkbox"/> Beginnings & endings are VAGUE & UNFOCUSSED.	
		5	4.5	4	3.5	3	2.5	2	1.5	1	
MATTERS OF CHOICE	<p><i>When assessing, marker considers:</i></p> <ul style="list-style-type: none"> ▪ <i>Choices of syntactic structures (such as parallelism, balance, inversion).</i> ▪ <i>The extent to which stylistic choices contribute to the creation of voice.</i> <p>[SLO: 4.2.3]</p>	<input type="checkbox"/> Diction is CONFIDENT & PURPOSEFUL.		<input type="checkbox"/> Diction is CAREFULLY CHOSEN.		<input type="checkbox"/> Diction is CLEAR BUT GENERAL.		<input type="checkbox"/> Diction is IMPRECISE.		<input type="checkbox"/> Diction is INACCURATE.	
		5	4.5	4	3.5	3	2.5	2	1.5	1	
		<input type="checkbox"/> Syntax is CONFIDENT & PURPOSEFUL.		<input type="checkbox"/> Syntax is CAREFULLY CHOSEN.		<input type="checkbox"/> Syntax is CLEAR BUT GENERAL.		<input type="checkbox"/> Syntax is AWKWARD OR UNCLEAR.		<input type="checkbox"/> Syntax is UNCONTROLLED / CONFUSING.	
		5	4.5	4	3.5	3	2.5	2	1.5	1	
		<input type="checkbox"/> Voice is CONFIDENT.		<input type="checkbox"/> Voice is GENERALLY EFFECTIVE.		<input type="checkbox"/> Voice is APPROPRIATE.		<input type="checkbox"/> Voice is INCONSISTENT.		<input type="checkbox"/> Voice is CONFUSED / INAPPROPRIATE.	
		5	4.5	4	3.5	3	2.5	2	1.5	1	
MATTERS OF CORRECTNESS	<p><i>When assessing, marker considers:</i></p> <ul style="list-style-type: none"> ▪ <i>Grammar & Mechanics</i> ▪ <i>Proportion vs. complexity / length of response.</i> <p>[SLO: 4.2.4]</p>	<input type="checkbox"/> Control of mechanics, punctuation, etc. is CONFIDENT.		<input type="checkbox"/> Control of mechanics, punctuation, etc. is COMPETENT.		<input type="checkbox"/> Control of mechanics, punctuation, etc. is GENERAL.		<input type="checkbox"/> Control of mechanics, punctuation, etc. is LIMITED.		<input type="checkbox"/> Control of mechanics, punctuation, etc. shows LACK OF CONTROL.	
		5	4.5	4	3.5	3	2.5	2	1.5	1	
		<input type="checkbox"/> Relative absence of errors is IMPRESSIVE.		<input type="checkbox"/> Errors are UNDERSTANDABLE.		<input type="checkbox"/> Errors are OCCASIONAL (do not interfere with meaning).		<input type="checkbox"/> Errors BLUR MEANING.		<input type="checkbox"/> Errors are JARRING & FREQUENT.	
		10	9	8	7	6	5	4	3	2	
COMMENTS											