

## 30-1 CRITICAL ANALYTICAL RESPONSE TO LITERARY TEXTS RUBRIC

CRITERIA		EXCELLENT		PROFICIENT		SATISFACTORY		LIMITED		POOR	
<b>THOUGHT &amp; UNDERSTANDING</b>	<p><i>When marking, the marker should consider:</i></p> <ul style="list-style-type: none"> <li>▪ <i>How effectively the student's <b>ideas</b> relate to the assignment.</i></li> <li>▪ <i>The quality of the <b>literary interpretations</b> and <b>understanding</b>.</i></li> </ul>	<input type="checkbox"/> Ideas are insightful and carefully considered, demonstrating comprehension of subtle distinctions in the literary text(s) and the topic.	<input type="checkbox"/> Ideas are thoughtful and considered, demonstrating a competent comprehension of the literary text(s) and the topic.	<input type="checkbox"/> Ideas are relevant and straightforward, demonstrating a generalized comprehension of the literary text(s) and the topic.	<input type="checkbox"/> Ideas are superficial or oversimplified, demonstrating a weak comprehension of the literary text(s) and the topic.	<input type="checkbox"/> Ideas are largely absent or irrelevant, and / or do not develop the topic.	<input type="checkbox"/> Literary interpretations are perceptive and illuminating.	<input type="checkbox"/> Literary interpretations are revealing and sensible.	<input type="checkbox"/> Literary interpretations are general but plausible.	<input type="checkbox"/> Literary interpretations are incomplete and / or literal.	<input type="checkbox"/> Little comprehension of the literary text(s) is demonstrated.
	(x 1.5)	7.5	6.75	6	5.25	4.5	3.75	3	2.25	1.5	
<b>SUPPORTING EVIDENCE</b>	<p><i>When marking, the marker should consider:</i></p> <ul style="list-style-type: none"> <li>▪ <i>The <b>selection</b> and <b>quality</b> of evidence.</i></li> <li>▪ <i>How well the supporting evidence is <b>employed, developed, and synthesized</b> to support the student's ideas.</i></li> </ul>	<input type="checkbox"/> Support is precise and astutely chosen to reinforce the student's ideas in a convincing way.	<input type="checkbox"/> Support is specific and well-chosen to reinforce the student's ideas in a persuasive way.	<input type="checkbox"/> Support is general, adequate, and appropriately chosen to reinforce the student's ideas in an acceptable way but occasionally may lack persuasiveness.	<input type="checkbox"/> Support is inadequate, inaccurate, largely a restatement of what was read, and / or inappropriately chosen to reinforce the student's ideas and thus lacks persuasiveness.	<input type="checkbox"/> Support is irrelevant, over generalized, lacks validity, and / or is absent.	<input type="checkbox"/> A valid connection to the student's ideas is maintained.	<input type="checkbox"/> A sound connection to the student's ideas is capably maintained.	<input type="checkbox"/> A reasonable connection to the student's ideas is subtly maintained.	<input type="checkbox"/> A weak connection to the student's ideas is maintained.	<input type="checkbox"/> Little or no connection to the student's ideas is evident.
	(x 1.5)	7.5	6.75	6	5.25	4.5	3.75	3	2.25	1.5	
<b>FORM &amp; STRUCTURE</b>	<p><i>When marking, the marker should consider how effectively the student's organizational choices result in:</i></p> <ul style="list-style-type: none"> <li>▪ <i>A <b>coherent, focused, and shaped</b> arrangement and discussion in response to the assignment.</i></li> <li>▪ <i>A <b>unifying effect</b> or a <b>controlling idea</b> that is developed and maintained.</i></li> </ul>	<input type="checkbox"/> A judicious arrangement of ideas and details contributes to a fluent discussion that is developed skillfully.	<input type="checkbox"/> A purposeful arrangement of ideas and details contributes to a controlled discussion that is developed capably.	<input type="checkbox"/> A straightforward arrangement of ideas and details provides direction for the discussion that is developed appropriately.	<input type="checkbox"/> A discernible but ineffectual arrangement of ideas and details provides some direction for the discussion that is underdeveloped.	<input type="checkbox"/> A haphazard arrangement of ideas and details provides little or no direction for the discussion, and development is lacking or obscure.	<input type="checkbox"/> The unifying effect or controlling idea is effectively sustained and integrated.	<input type="checkbox"/> The unifying effect or controlling idea is coherently sustained and presented.	<input type="checkbox"/> The unifying effect or controlling idea is presented and maintained generally; however, coherence may falter.	<input type="checkbox"/> A unifying effect or controlling idea is inconsistently maintained.	<input type="checkbox"/> A unifying effect or controlling idea is absent.
		5	4.5	4	3.5	3	2.5	2	1.5	1	

CRITERIA		EXCELLENT		PROFICIENT		SATISFACTORY		LIMITED		POOR	
<b>MATTERS OF CHOICE</b>	<p><i>When marking, the marker should consider how effectively the student's choices enhance communication. The marker should consider:</i></p> <ul style="list-style-type: none"> <li>▪ <b>Diction</b></li> <li>▪ <b>Choices of syntactic structures</b> (such as parallelism, balance, inversion).</li> <li>▪ <b>The extent to which stylistic choices contribute to the creation of voice.</b></li> </ul>	<input type="checkbox"/> Diction is precise.	<input type="checkbox"/> Diction is specific.	<input type="checkbox"/> Diction is adequate.	<input type="checkbox"/> Diction is imprecise and / or inappropriate.	<input type="checkbox"/> Diction is over generalized and / or inaccurate	<input type="checkbox"/> Syntactic structures are effective and sometimes polished.	<input type="checkbox"/> Syntactic structures are generally effective.	<input type="checkbox"/> Syntactic structures are straightforward, but attempts at complex structures may be awkward.	<input type="checkbox"/> Syntactic structures are frequently awkward and / or ambiguous.	<input type="checkbox"/> Syntactic structures are uncontrolled and unintelligible.
		5	4.5	4	3.5	3	2.5	2	1.5	1	
<b>MATTERS OF CORRECTNESS</b>	<p><i>When marking, the marker should consider the correctness of:</i></p> <ul style="list-style-type: none"> <li>▪ <b>Sentence construction</b></li> <li>▪ <b>Usage</b></li> <li>▪ <b>Grammar</b></li> <li>▪ <b>Mechanics</b></li> </ul> <p><i>Consider the proportion of error in terms of the complexity and length or response.</i></p>	<input type="checkbox"/> This writing demonstrates confidence in control of correct sentence construction, usage, grammar, and mechanics.	<input type="checkbox"/> This writing demonstrates competence in control of correct sentence construction, usage, grammar, and mechanics.	<input type="checkbox"/> This writing demonstrates control of the basics of correct sentence construction, usage, grammar, and mechanics.	<input type="checkbox"/> This writing demonstrates faltering control of correct sentence construction, usage, grammar, and mechanics.	<input type="checkbox"/> This writing demonstrates lack of control of correct sentence construction, usage, grammar, and mechanics.	<input type="checkbox"/> The relative absence of errors is impressive considering the complexity of the response and the circumstances.	<input type="checkbox"/> Minor errors in complex language structures are understandable considering the circumstances.	<input type="checkbox"/> There may be occasional lapses in control and minor errors. However, the communication remains clear.	<input type="checkbox"/> The range of errors blurs the clarity of communication.	<input type="checkbox"/> Jarring errors impair communication.
		5	4.5	4	3.5	3	2.5	2	1.5	1	
<b>COMMENTS</b>	Name										
				CATEGORY			GRADE: ____ / 30			PERCENTAGE: ____ %	