

Rubric Scoring Guide for LITERARY ANALYSIS and CRITICISM Writing

LITERARY RESPONSE RUBRIC: APESH*T

	EXTENDING 4	PROFICIENT 3	APPLYING 2	DEVELOPING 1
Content	<ul style="list-style-type: none"> • Strong thesis statement • Fully addresses prompt • Ideas effectively stated and strongly supported • Avoids excessive plot summary, hasty generalizations, and repetition; • Effective use of quotations • Comments are creative, insightful 	<ul style="list-style-type: none"> • Clear thesis statement • Clearly addresses prompt • Ideas clearly stated and adequately supported • Appropriate use of plot summary, minor generalizations and repetition • Appropriate use of quotations • Comments related to topic 	<ul style="list-style-type: none"> • Thesis statement • Addresses prompt • Ideas have some support and are usually clear • Uses some plot summary, generalizations and repetition • Use of quotations may lack connection • Comments show thought, but are not tied to topic. 	<ul style="list-style-type: none"> • Attempts thesis statement • Attempts to address prompt • Ideas lack support, or reader must infer • Uses excessive plot summary, generalizations, and repetition • No use of quotations, or quotations are irrelevant • No comments or comments do not make sense
Organization	<ul style="list-style-type: none"> • In-depth plan organizes information • Uses effective transitions among all elements • An inviting introduction and a satisfying conclusion • Everything makes sense in the right order: ideas are proportionate and work together • Title is interesting and relative to paper 	<ul style="list-style-type: none"> • Plan clearly organizes information • Provides adequate transitions • Effective introduction • Conclusion summarizes main points without being redundant • Pacing is fairly well controlled, but at times the writer may speed up or slow down without a sense of purpose • Title is relative to paper 	<ul style="list-style-type: none"> • Plan organizes information • Provides ordinary transitions • Introduction mostly repeats the prompt • Conclusion mostly repeats thesis • Order present, but points do not always work together • Demonstrates little knowledge of pacing: all parts of the text seem equally important • Title lacks interest or has weak relationship to paper: 	<ul style="list-style-type: none"> • Plan is omitted or not readable • Absent or ineffective transitions • Lacks clear introduction and/or conclusion • Demonstrates no knowledge of pacing • Leaves the reader confused • No title
Written Expression	<ul style="list-style-type: none"> • Brings the topic to life; when appropriate, the writing may show originality, liveliness, honesty, conviction, excitement, humor, or suspense; may share insights • Chooses specific, accurate language which seems natural; uses ordinary words in an unusual way 	<ul style="list-style-type: none"> • May employ liveliness, sincerity, or humor when appropriate; at times, the writing may be either too casual, personal, formal, or stiff • Mainly uses familiar words or phrases; may occasionally employ ordinary words in an unusual way 	<ul style="list-style-type: none"> • Uses a voice that is likely to be overly informal and personal or too impersonal and flat • Uses words that are colorless, flat, or imprecise, e.g. fun, thing, a lot, nice; language may be repetitious or misused 	<ul style="list-style-type: none"> • Uses a voice that is consistently flat, lifeless, and impersonal • Uses an extremely limited range of words • Relies upon words that do not fit the text; they may be imprecise, inadequate, or wrong
Usage and Mechanics	<ul style="list-style-type: none"> • Few and minor errors; little editing is needed • Writes with correct grammar and usage that contribute to clarity and style • Strong variety of sentence structures • Citations are correctly formatted 	<ul style="list-style-type: none"> • Errors do not impede readability; some editing is needed • Functional variety of sentence structures • Most citations are correctly formatted 	<ul style="list-style-type: none"> • Errors begin to impede readability; editing is needed • Limited variety of sentence structures • Reader may need to reread in order to make sense of writing • Includes citations, but formatting is incorrect 	<ul style="list-style-type: none"> • Errors severely impede readability; extensive editing is needed • Limited variety of sentence structures • Requires reader to reread several times in order to make sense of writing • Citations are missing

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