

Literary Analysis Writing Rubric

Skill Area	6 Responses at this level:	5 Responses at this level:	4 Responses at this level:	3 Responses at this level:	2 Responses at this level:	1 Responses at this level:
Meaning Sound understanding, interpretation, and analysis	Offer insightful interpretations of the text with analysis that goes well beyond a literal level.	Offer accurate interpretations of the text with analysis that goes beyond a literal level.	Convey an accurate although somewhat basic understanding of the text and offer partially explained and/or somewhat literal interpretations.	Convey a partly accurate understanding of the text and offer few or superficial interpretations with a tendency to retell.	Convey a confused or largely inaccurate understanding of the text and offer unclear interpretations.	Provide no evidence of understanding and make no interpretations.
Development Specific and relevant details that support the thesis	Develop ideas clearly, elaborate on specific textual evidence, and reveal an insightful understanding of the elements and techniques.	Develop ideas clearly, explain key textual evidence, and reveal an understanding of literary elements and techniques.	Develop some ideas more fully than others, using relevant textual evidence and reveal some understanding of the techniques.	Develop ideas briefly or partially, using some textual evidence but w/o much elaboration and reveal a vague understanding literary elements and techniques.	Contain textual evidence that is vague, irrelevant, repetitive and/or unjustified and reveal a confused understanding of the elements and techniques.	Do not include textual evidence and reveal no understanding of the elements and techniques.
Organization Thesis statement and organization of key elements of support and paragraphing	Contain a compelling thesis statement, use insightful analytical topic and concluding sentences, and make skillful use of transition words and phrases.	Contain a clear thesis statement, use topic and concluding sentences, and make use of transition words and phrases.	Contain a clear thesis statement but ideas within paragraphs may be inconsistently organized. Make some attempt to use basic transitions.	Fail to maintain focus on the thesis statement. Exhibit a basic structure but lack coherence. Make an inconsistent attempt to use transitions.	Establish a confused or irrelevant thesis. Exhibit some attempt to provide a beginning, middle, and an end. Make little attempt to use transitions.	Fail to include a thesis. Exhibit a complete lack of organization. Make no attempt to use transitions.
Language Word choice and sentence variety	Use language that is precise, engaging, and sophisticated and incorporate a wide range of varied sentence patterns.	Use language that is original and incorporate some varied sentence patterns.	Use appropriate language and make some attempt to use sentence variety but with uneven success.	Rely on basic vocabulary and rely on a limited range of syntactic structures.	Use language that is imprecise or unsuitable and reveal a confused understanding of how to write in complete sentences.	Use language that is incoherent or inappropriate and include a preponderance of sentence fragments and run-ons.
Conventions Spelling, punctuation, capitalization, usage	Demonstrate control of the conventions with essentially no errors.	Demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language (e.g. punctuation of complex sentences).	Demonstrate partial control, exhibiting occasional errors that do not hinder comprehension (e.g. incorrect use of homonyms).	Exhibit frequent errors that somewhat hinder comprehension (e.g. agreement of pronouns and antecedents, spelling of basic words, errors in verb tenses).	Exhibit frequent errors that make comprehension difficult (e.g. subject verb agreement).	Exhibit numerous errors of several kinds.