

## Literary Analysis Rubric

Criteria	Focus	Content	Organization	Style	Conventions
<b>4</b>	Conveys accurate and in-depth understanding of topic, task, and audience conveyed with insightful and thorough analysis and explanation.	Offers insightful interpretations of the text(s) with in-depth analysis that goes well beyond a literal level.  Includes clear and appropriate textual support.	Skillfully establishes and maintains consistent focus on a clear thesis through logical structure with skillful use of transition words and phrases that convincingly support claims, evidence, and interpretations.	Creates a consistent, effective, and engaging tone through precise control of language, stylistic techniques, and sentence structures.	Demonstrates sophisticated control of grammar, mechanics, spelling, usage, and sentence formation in writing.
<b>3</b>	Conveys accurate and complete understanding of topic, task, and audience.	Offers interpretations of the text(s) with analysis that goes beyond the literal level.  Includes adequate textual support.	Asserts thesis and employs organizational structures, including logical sequence and transitions, to state and defend one's interpretation.	Creates a consistent and/or effective tone through control of language, stylistic techniques, and sentence structures.	Demonstrates consistent control of grammar, mechanics, spelling, usage, and sentence formation which allows for comprehension.
<b>2</b>	Provides partial understanding of topic, task, and audience.	Offers partially developed and/or somewhat literal interpretation of the text(s) with a tendency to retell instead of analyze.  Includes partially developed textual support.	States thesis and exhibits a basic logical structure but only makes a partial attempt to use transition words and phrases.	Creates a partially developed tone through control of language and sentence structure.	Demonstrates partial control of grammar, mechanics, spelling, usage, and/or sentence formation that somewhat hinders comprehension.
<b>1</b>	Provides limited analysis of the topic, task, and audience due to inaccurate understanding or unwarranted explanations.	Offers limited interpretations of the text with no attempt to analyze.  Includes limited textual support.	Provides a basic and/or unclear thesis with little follow-through on logical structure and minimal attempt to attend to transition words and phrases.	Creates an inconsistent tone because of partial control of language, stylistic techniques, and sentence structures.	Demonstrates minimal control of grammar, mechanics, spelling, usage, and/or sentence formation that makes comprehension difficult.

*\*Note: If a student does not meet the level 1 criterion but has made an attempt, he/she does not receive a score of zero. Instead, the work should be returned for revision and resubmission.*