NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Literary Analysis Writing Rubric

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| **Skill Area** | **5** | **4** | **3** | **2** | **1** | **0** |
| **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 offerpartially explainedand/or somewhatliteral 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 author's use of literary elements and techniques. | Develop ideas clearly, explain key textual evidence, and reveal an understanding of the author's use of literary elements and techniques. | Develop some ideas more fully than others, using relevant textual evidence and reveal some understanding of the author's use of literary elements and techniques. | Develop ideas briefly or partially, using some textual evidence but w/o much elaboration and reveal a vague understanding of the author's use of literary elements and techniques. | Contain textual evidence that is vague, ir relevant, repetitive and/or unjustified and reveal a confused understanding of the author's use of literary elements and techniques. | Do not include textual evidence and reveal no understanding of the author's use of literary elements and techniques. |
| **Organization Thesis statement and organization of key elements of support and paragraphing** | Contains a 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 paragraphsmay be inconsistently organized. Make some attempt to use basic transitions. | Fail to maintain focus on the thesis statement. Exhibits a basic structure but lacks 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. |

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