**Quarter 1 Literary Analysis Rubric**

***Assertion (TAG, device, purpose/main idea)***

4: All elements are present and clearly stated. The purpose/main idea is an argument accurate to the text. The assertion is both precise (worded well/clear) and concise (avoids redundancy). (9.5-10 points)

3: Most elements are present and clearly stated. The purpose/main idea is an argument accurate to the text; however, the assertion lacks precision or concision, which somewhat affects overall clarity. (8-9 points)

2: Generally, the assertion lacks precision or concision. Excessive vagueness, overgeneralized language, or figurative expressions render the argument unclear or ineffective. (7-7.5 points)

1: The assertion is not expressed as an argument. It may be a statement of fact. It may state a purpose/main idea that suggests a lack of understanding of the text itself, or it may be missing the main idea completely. (6-6.5 points)

0: The assertion is either missing, completely off-topic, or unrecognizable. (0-5 points)

***Examples***

3: All examples are direct quotations from the text that support the assertion. They are introduced with excellent context. There is excellent flow and sound grammatical integrity throughout the analysis. Parenthetical documentation is correct throughout. (15 points)

2: All examples are direct quotations from the text that support the assertion. Context is generally good but lacks some flow or clarity. Grammatical issues may exist but do not affect readability much. There are minor or no errors in parenthetical documentation. (12-14.5 points)

1: Generally, direct quotations may not appropriate because they are off topic to the main images/ideas of the chapter OR each quotation contains multiple images or ideas too difficult to explain clearly. Significant grammatical or context issues may disrupt clarity and readability. There may be significant errors in parenthetical documentation. (9-11.5 points)

0: Generally, direct quotations are not appropriate for analysis because they are literal or off-topic to the main images/ideas of the text. Little attention is given to grammatical/contextual requirements and parenthetical documentation. (0-8 points)

***Explanations***

4: All explanations clearly support the assertion. Each explanation is unique to the others, resulting in a progressively deeper analysis. Explanations provide a clear A (literal)/B (figurative) format that shows logical connections between the interpretation and the images/language of the examples. (14-15 points)

3: Explanations generally support the assertion, but one or more may not be clear due to an incomplete A/B format, illogical connection(s), or lack of precise language. Some explanations may achieve these tasks but still lack full development. (11-13.5 points)

2: Explanations generally struggle to explain the function of the device. More than one may not be clear due to lack of development, illogical connection(s), or lack of precise language. (9-10.5 points)

1: All explanations struggle to support the assertion. None of them employ a clear A/B format, logically explain the example and use precise language. Development may be off-topic/largely absent. (7-8.5 points)

0: Explanations may be ineffective or missing because of one or more of the following: the examples used are not figurative enough to allow for interpretation; the explanations are largely plot summary; the explanations are vague, illogical and are missing the A/B format or are generally outside the text. (0-6.5 points)

*Re-assertion*

3: The reassertion is an interesting restatement of the main point of the assertion. It shows some additional insight regarding the topic rather than a superficial restatement of the original assertion. (5 points)

2: The reassertion is interesting but is imprecise worded, vague, or generally unclear. (4 points)

1: The reassertion offers no additional insight to the main idea of the text. It is more a superficial restatement of the original assertion with only minor edits to the wording rather than a thoughtful response. (3.5 points)

0: A concluding sentence is unrecognizable, off-topic, or absent altogether. (0 points)

*Mechanics*

3: The response has minimal errors in grammar, spelling and punctuation. The response is absent of run-ons and fragments, and any flaws do not affect readability or distract from the context of the writing. The writing is clearly proofread out-loud. (4.5-5 points)

2: The response has noticeable errors in grammar, spelling, and punctuation. The student mostly avoids run-ons and fragments. Flaws may briefly affect the readability of the response, but it does not interfere with the student’s ability to communicate his/her ideas. (4 points)

1: The student’s response has significant errors in grammar, spelling and punctuation OR the student struggles to demonstrate control of sentence structure—but not both. Flaws significantly affect readability or distract from the context of the writing, and it does affect the student’s ability to communicate his/her ideas. The writing is not proofread carefully. (3-3.5 points)

0: The student’s response has significant errors in grammar, spelling and punctuation AND the student struggles to demonstrate control of sentence structure. Flaws significantly affect readability and distracts from the context of the writing, and it significantly affects the student’s ability to communicate his/her ideas. The writing is clearly not proofread. (0-2 points)

Total Grade: \_\_\_\_\_ / 50 points