

ENVISION SCHOOLS GRADUATION PORTFOLIO – Literary/Textual Analysis Rubrics

Scoring Criteria	Developing	Proficient	Advanced
<p>Analysis & Interpretation</p> <p>(How deeply does the student understand what she reads?)</p>	<ul style="list-style-type: none"> ▪ Demonstrates a basic understanding of two or more works of fiction and/or non-fiction, but does not yet critically examine ideas and arguments ▪ Summarizes, but may not analyze or evaluate, the ideas or arguments in two or more works ▪ Marshals some reasons and examples that support ideas/thesis ▪ Relates the works to personal experience, but may not situate the works within any other contexts 	<ul style="list-style-type: none"> ▪ Demonstrates a critical understanding of two or more works of fiction and/or nonfiction by examining ideas/arguments ▪ Analyzes and evaluates the ideas and arguments in two or more works ▪ Marshals sufficient reasons and examples to support ideas/thesis ▪ Demonstrates awareness of the style and literary devices of the analyzed texts ▪ Situates the works within their genres; cultural, historical contexts; and/or reader’s personal experience 	<ul style="list-style-type: none"> ▪ Demonstrates a critical understanding of two or more works of fiction and/or nonfiction by examining ideas/arguments and their implications and consequences ▪ Marshals convincing reasons, well-chosen examples, and relevant quotations to support ideas/thesis ▪ Analyzes style and literary devices of the texts to support ideas/thesis ▪ Situates the works within their genre, cultural, historical contexts and/or personal experience AND discusses their significance, importance and relevance
<p>Point of View</p> <p>(How well can the student respond to what she reads with critical and coherent thinking of her own?)</p>	<ul style="list-style-type: none"> ▪ Responds to the texts with a controlling idea, but may reflect passive reading or thinking ▪ Position on key issues and themes wavers or may not be relevant to the thesis ▪ Does not mention or acknowledge questions, counter-arguments, or alternative claims ▪ Draws general or superficial connections or conclusions 	<ul style="list-style-type: none"> ▪ Responds to the texts with a controlling idea/thesis that demonstrates engaged reading and critical thinking ▪ Maintains a consistent position on key issues and themes relevant to the controlling idea/thesis ▪ Acknowledges questions, counter-arguments, or alternative claims where appropriate ▪ Draws meaningful conclusions from the analysis 	<ul style="list-style-type: none"> ▪ Responds to the texts with a compelling controlling idea/thesis that demonstrates original and nuanced critical thinking ▪ Maintains a convincing position on key issues and themes relevant to the controlling idea/thesis ▪ Acknowledges and responds to questions, counter-arguments or alternative claims ▪ Makes insightful connections, raises implications, and/or draws meaningful conclusions

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<p>Structure/Organization</p> <p>(How effectively can the student organize and structure her ideas when communicating them to a reader?)</p>	<ul style="list-style-type: none"> ▪ Controlling idea/thesis is not presented clearly enough ▪ The writing is organized, but ideas may not be sufficiently developed or logically sequenced ▪ Uses few, if any, transitions ▪ Relies on formulaic patterns to express ideas 	<ul style="list-style-type: none"> ▪ Controlling idea/thesis is clearly presented to the reader ▪ The writing is organized and structured with ideas sufficiently developed and logically sequenced ▪ Uses transitions to connect sequence of ideas ▪ Effectively uses formulaic patterns to express ideas 	<ul style="list-style-type: none"> ▪ Presents the controlling idea/thesis in a way that is clear and guides the paper's organization ▪ The paper is clearly organized and structured, with ideas logically sequenced, presenting a coherent whole ▪ Transitions guide the reader through the paper's development ▪ Attempts to move beyond formulaic patterns and predictable ways to introduce and express ideas
<p>Command of Language</p> <p>(How skillfully can the student engage a reader with her voice and assure the reader with her command of language?)</p>	<ul style="list-style-type: none"> ▪ Has limited control of syntax and vocabulary ▪ Has an accumulation of errors in grammar, usage, and mechanics that may distract or interfere with meaning ▪ The voice of the writer is obscure or inconsistent ▪ Does not cite textual evidence accurately or consistently 	<ul style="list-style-type: none"> ▪ Demonstrates syntactic variety and effective word choice ▪ Is generally free of distracting errors in grammar, usage, and mechanics ▪ Writing voice is confident ▪ Shows some skill in employing rhetorical technique ▪ Cites textual evidence accurately and consistently 	<ul style="list-style-type: none"> ▪ Has an effective, fluent style marked by syntactic variety, precise word choice, and a clear command of the language ▪ Is free from errors in grammar, usage, and mechanics ▪ Writing voice is engaging ▪ Skillfully uses rhetorical technique to communicate message ▪ Cites textual evidence accurately and consistently