

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