

## Literary Analysis Scoring Rubric

Points	Description
4	<ul style="list-style-type: none"> <li>• Maintains consistent focus on topic and has selected relevant details</li> <li>• Has a logical organizational pattern and conveys a sense of wholeness and completeness</li> <li>• Provides transitions which clearly serve to connect ideas</li> <li>• Uses language effectively by exhibiting word choices that are engaging and appropriate for intended audience and purpose</li> <li>• Includes sentences, or phrases where appropriate, of varied length and structure</li> <li>• Blends textual evidence fluidly</li> <li>• Follows rules of standard written English; may attempt complex sentences</li> </ul>
3	<ul style="list-style-type: none"> <li>• Maintains adequate focus on the topic and has adequate supporting details</li> <li>• Has a logical organizational pattern and conveys a sense of wholeness and completeness, although some lapses occur</li> <li>• Provides adequate transitions in an attempt to connect ideas</li> <li>• Uses adequate language and appropriate word choices for intended audience and purpose</li> <li>• Includes sentences, or phrases where appropriate, that are somewhat varied in length and structure</li> <li>• Textual evidence is present but not fluidly blended</li> <li>• Follows rules of standard written English though some errors may occur</li> </ul>
2	<ul style="list-style-type: none"> <li>• Demonstrates an inconsistent focus and includes some supporting details, but may include extraneous or loosely related material</li> <li>• Shows an attempt at an organizational pattern, but exhibits little sense of wholeness and completeness</li> <li>• Provides transitions which are weak or inconsistent</li> <li>• Has a limited and predictable vocabulary which may not be appropriate for the intended audience and purpose</li> <li>• Shows limited variety in sentence length and structure</li> <li>• Textual evidence is not blended at all</li> <li>• Does not follow rules of standard written English; error impede understanding.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Demonstrates little or no focus and few supporting details which may be inconsistent or interfere with the meaning of the text</li> <li>• Has little evidence of an organizational pattern or any sense of wholeness and completeness</li> <li>• Provides transitions which are poorly utilized, or fails to provide transitions</li> <li>• Has a limited or inappropriate vocabulary for the intended audience and purpose</li> <li>• Has little or no variety in sentence length and structure</li> <li>• Does not follow rules of standard written English; errors are common.</li> </ul>