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| **KEY TRAITS** | **6** | **5** | **4** | **3** | **2** | **1** |
| **DEVELOPMENT OF IDEAS**  **W 1a**  **W 1b**  **W 1b**  **W 1e**  **RL1**  **RI 1** | • An introductory sentence begins the paragraph and directly clarifies the purpose of the response. The title of the work is mentioned.  • All details are specific, relevant and clearly support the key points.   * Thorough explanations are provided for all key points that clearly and logically articulate how the evidence presented supports the claim.   • A satisfying concluding sentence synthesizes the ideas and summarizes the analysis in an effective manner that finishes the paragraph without sounding redundant. | • An introductory sentence begins the paragraph and states the purpose of the response. The title of the work is mentioned.  • Most details and evidence are relevant and support the key points.   * Most explanations are provided for all key points that clearly and logically articulate how the evidence presented supports the claim.   • A concluding sentence summarizes the analysis in an effective manner that finishes the paragraph. | • An introductory sentence begins the paragraph and alludes to the purpose of the response. The title of the work is mentioned.  • Some details and evidence (at least half) support key points.   * Some explanations (at least half) are provided for key points that logically articulate how the evidence presented supports the claim.   • The concluding sentence summarizes the analysis but wording may be general or repetitive causing redundancy. | • An introductory sentence begins the paragraph but does not clearly identify the purpose and/or the title.  • Less than half of the details and evidence support key points but are often too general.   * A few explanations are provided for key points that logically articulate how the evidence presented supports the claim.   • The concluding sentence gives an incomplete summary of the analysis through vague word choice. | •There is no introductory sentence for the paragraph. The paragraph begins with evidence.  • Details and evidence from the literary work do not specifically support the key points.   * Very few explanations are provided for key points, and none logically articulate how the evidence presented supports the claim.   • The paragraph offers a statement to conclude, but it does not clearly tie with the overall purpose. | •There is no clear reason for the first sentence of the paragraph.  • Details and evidence are irrelevant or missing.   * There are no explanations provided for key points that articulate how the evidence presented supports the claim.   • The literary analysis lacks a concluding sentence. |
| **ORGANIZATION OF IDEAS**  **W 1a**  **W 1c**  **W 2c** | • All key points and supporting details are organized effectively and logically throughout the literary analysis.  • Varied transitions successfully show the relationships between ideas, both between key points and supporting details. | • Most key points and supporting details are organized effectively and logically throughout the literary analysis.  • Logical transitions show the relationships between most key points and supporting details. | • The organization of at least half of the key points and supporting details is mostly logical but remains confusing in a few places.  • Logical transitions are present between both key points and supporting details but do not clarify relationships. | • The organization of less than half of the key points is logical, and many supporting details are out of place.  • Logical transitions are only present between key points or supporting details but are not present for both. | • The organization is ineffective; key points need to be rearranged.    • Transitions do not logically connect ideas. | • A logical organization is **not** **apparent**; ideas are presented randomly.  • Transitions are not used, making the literary analysis difficult to understand. |

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| **KEY TRAITS** | **6** | **5** | **4** | **3** | **2** | **1** |
| **LANGUAGE FACILITY AND CONVENTIONS**  **W 1d**  **L 3**  **L 1b**  **L 2**  **L 1** | • The literary analysis has an appropriately formal style and a knowledgeable, objective tone.  • Language is precise and effective for meaning and style and captures the writer’s thoughts with originality.  • Sentence beginnings, lengths, and structures vary (uses phrases and clauses) to add variety and interest.  • Spelling, capitalization, and punctuation are all correct.  • Grammar and usage are all correct. | • The literary analysis mostly has an appropriately formal style and knowledgeable, objective tone.  • Language is precise.  • Sentence beginnings, lengths, and structures mostly vary (uses some phrases and clauses) to add variety.  • Spelling, capitalization, and punctuation are mostly correct.  • Grammar and usage have a few minor errors but are not repeated throughout the literary analysis. | • The style becomes informal in a few places, and the tone is appropriate but communicates only a superficial understanding of the literary work.  • Most language is precise.  • Sentence beginnings, lengths, and structures vary somewhat, and no fragments or run-ons are present.  • Several spelling, capitalization, and punctuation mistakes occur.  • Grammar and usage have a few minor errors that are repeated throughout the literary analysis. | • The style is informal in many places, and the tone is inappropriate in a few parts of the analysis.  • Language is accurate but repetitive or vague at times.  • Sentence beginnings, lengths, and structures vary occasionally, but a few fragments and run-ons are present.  • Spelling, capitalization, and punctuation are often incorrect but do not make reading the literary analysis difficult.  • Grammar and usage are incorrect in many places, but the writer’s ideas are still clear. | • The style is informal, and the tone is inappropriate in many parts of the analysis.  • Language is often repetitive or vague.  • Most sentences have the same beginning, length, and structure. Many fragments and run-on sentences are present.  • Spelling, capitalization, and punctuation are often incorrect and make reading some of the literary analysis difficult to follow.  • Grammar and usage are often incorrect and distract from the meaning of the writer’s ideas. | • The style and tone are inappropriate for the literary analysis.  • Language is inaccurate, repetitive, and vague.  • Repetitive sentence structure, fragments, and run-on sentences make the writing monotonous and difficult to follow.  • Spelling, capitalization, and punctuation are incorrect throughout and make reading the literary analysis difficult to follow.  • Many grammatical and usage errors change the meaning of the writer’s ideas. |

\*Grammar and usage shall include all grammatical conventions except spelling, capitalization, and punctuation (i.e. subject/verb and pronoun agreement, verb tense consistency, and proper use of phrases and clauses)

**Clarification for Development (Evidence)**

* Details supporting key points may include information from the text that is paraphrased, summarized, or quoted directly, depending on teacher’s expectations.

**Descriptors for Organization**

* To earn a 6, the essay is perfectly organized, and there are no areas for improvement.
* To earn a 5, the essay is well organized, and there is no more than one minor issue per paragraph.
* To earn a 4, the essay is well organized, and at least half of all points and details are logical.
* To earn a 3, less than half of the essay is organized logically, and many supporting details do not support the main idea.
* To earn a 2, the essay contains key points, but the key points are not organized logically.
* To earn a 1, the essay has no apparent logical organization at all.

**Descriptors for Organization (transitions)**

* To earn a 6, a student uses well-crafted and logical transitions (connections) between paragraphs and between supporting details within paragraphs.
* To earn a 5, a student uses well-crafted and logical transitions (connections) between paragraphs and between supporting details within paragraphs; however, there may be one supporting detail that is not logically connected, but overall, the paragraph still flows well. Please remember that the length of the piece should be considered so that if the writing is a paragraph assignment, the writer should not have more than one issue in this area, but if the writing is an essay form, then the writer should have no more than one minor error per paragraph.
* To earn a 4, a student uses logical transitions between key points and supporting details, but the writer has not used phrases or clauses that clarify the relationships between the ideas. In other words, maybe there are several one-word transitions rather than phrases or clauses.
* To earn a 3, a student uses transitions between key points or between supporting details but does not use transitions for both. In other words, transitions are not used consistently.
* To earn a 2, a student uses very few transitions, most of which are illogical.
* To earn a 1, a student uses no transitions at all.