

Grade: 9
Genre: Literary
Analysis

**Advanced
(Exceeds)
4**

**Proficient
(Meets)
3**

**Partially Proficient
(Approaching)
2**

**Unsatisfactory
(Does Not Meet)
1**

Ideas & Organization

Orientation/ Opening/ Introduction	Opening/introduction clearly introduces the topic or idea.	Opening/introduction is connected to the topic or idea.	Opening/introduction attempts to define the topic or idea, but may lack a clear connection to the piece	Opening/introduction is disconnected from the topic.
Development of Ideas	<ul style="list-style-type: none"> * Thesis skillfully examines and conveys an original idea about the structure, pattern, or language of a text, accurately reflecting the purpose of the analysis. * Relevant and sufficient details, description and/or examples, enhance the readers' understanding of ideas analyzed from the text. * Details/ descriptions/ examples are thoroughly explained with clear, insightful connections within and/or among texts. 	<ul style="list-style-type: none"> * Thesis examines and conveys an idea about the structure, pattern, or language of a text, accurately reflecting the purpose of the analysis. * Relevant and sufficient details, description, and/or examples support the readers' understanding of ideas analyzed from the text * Details/ descriptions/ examples are explained by making connections within and/or among texts. 	<ul style="list-style-type: none"> * Thesis examines and conveys an unclear idea about the structure, pattern, or language of a text, purpose of the analysis. * Insufficient details, description, and/or examples hinder the readers' understanding of ideas being analyzed. * Details/ descriptions/ examples are inappropriately explained and make tenuous connections within and/or among texts. 	<ul style="list-style-type: none"> * Thesis may be absent or inappropriately conveys an idea about the structure, pattern, or language of a text, which does not reflect the purpose of the analysis. * Irrelevant, inaccurate, or insufficient details, description, and/or examples impede the readers' understanding of ideas being analyzed. * Irrelevant, inaccurate, or insufficient details/ descriptions/ examples do not create connections within and/or among texts.
Development of Internal Structure	<ul style="list-style-type: none"> * Organizational pattern effectively arranges complex ideas and examples, enhancing the intended purpose. * Subtle transitional techniques effectively link and develop major sections of text and enhance cohesion, maintaining the flow of ideas. * New ideas are strategically placed to expertly develop the literary analysis, linking assertion about the text, examples, and reasoning. 	<ul style="list-style-type: none"> * Organizational pattern arranges complex ideas and examples in a logical fashion. * Transitional techniques link major sections of text and create cohesion within the chosen structure, maintaining the flow of ideas. * New ideas are logically placed to develop the literary analysis, linking assertion about the text, examples, and reasoning. 	<ul style="list-style-type: none"> * Organizational pattern may, at times, confuse or obscure ideas and examples. * Transitions are obvious and contrived. They may not consistently link major sections of text to create cohesion. * New ideas are vaguely placed and do not link assertion, examples, and reasoning. 	<ul style="list-style-type: none"> * Organizational pattern is inconsistent and distracts the reader from important ideas and examples. * Transitions are inconsistent and/or missing, creating confusion for the reader. Ideas are not placed in a pattern.
Closure	The concluding section enhances support of the information presented, articulating its significance.	The concluding section articulates support of the information presented.	The concluding section merely summarizes the information presented, but may feel separate from the piece overall.	Concluding section is incomplete.

Craft & Style

Word Choice and Tone	<ul style="list-style-type: none"> * Writing is enhanced by specific, precise words appropriate for the topic, purpose, and audience, which furthers the writer's credibility. * Domain-specific words are purposefully used in order to create clear communication between the writer and their intended audience. 	<ul style="list-style-type: none"> * Writing is characterized by accurate words appropriate for the topic, purpose, and audience, which establishes the writer's credibility. * Domain-specific words are used in order to create communication between the writer and their intended audience. 	<ul style="list-style-type: none"> * Writing is characterized by overly-general word choice, which may cause the reader to question the writer's credibility. * Domain-specific words, although accurate, may be inappropriate for the intended audience. 	<ul style="list-style-type: none"> * Writing is characterized by awkward or distracting language. * Domain-specific words obscure meaning, causing confusion for the reader.
Sentence Fluency/ Syntax	Sentence structures enhance and support the topic of the piece and align to the context.	Sentence structures are appropriate for the topic and context of the piece.	Sentence structure may detract from the topic and/or context of the piece.	Sentence structures are inappropriate for the topic and context of the piece.
Conventions	<ul style="list-style-type: none"> * Skillful use of conventions enhances readability. Errors if present, are minimal and do not distract the reader; little or no editing needed. * In-text citations and Works Cited page, if appropriate, clearly communicate needed information to the audience. 	<ul style="list-style-type: none"> * Errors do not impede communication and rarely distract the reader; minimal editing needed. * In-text citations and Works Cited page, if appropriate, communicate needed information to the audience. 	<ul style="list-style-type: none"> * Errors impede communication in some portions of the response; editing needed. * In-text citations and Works Cited page, if appropriate, lack needed information. 	<ul style="list-style-type: none"> * Errors severely impede communication; considerable editing is needed. * In-text citations and Works Cited page, if appropriate, are altogether missing or are largely incomplete.

