

GRADE 7 LITERARY ANALYSIS RUBRIC

Score	4	3	2	1
Reading Comprehension	<p>Provides an in-depth and accurate demonstration of what is stated in the text and/or what can be inferred from the text(s).</p> <p>Demonstrates a complete understanding of central ideas and information.</p>	<p>Provides an accurate demonstration of what is stated in the text and/or what can be inferred from the text(s).</p> <p>Demonstrates an understanding of central ideas and information.</p>	<p>Provides a somewhat accurate demonstration of what is stated in the text and/or can be inferred from the text(s).</p> <p>Demonstrates an understanding of some central ideas and information.</p>	<p>Provides a demonstration of what is stated in the text and/or what can be inferred from the text(s).</p> <p>Demonstrates some recall of ideas and information.</p>
Thesis	<p>Thesis is clearly stated and uses compound or complex sentence structure appropriate to the grade-level. Thesis is relevant and specific to the task and topic.</p> <p>Where applicable, thesis identifies counterclaims.</p>	<p>Thesis is stated and uses compound or complex sentence structure appropriate to the grade-level. Thesis is relevant to the task.</p> <p>Where applicable, thesis identifies counterclaims.</p>	<p>Thesis is attempted, but may be confusing or ambiguous. Thesis is related to the task but may be too general or broad.</p> <p>Where applicable, thesis does <i>not</i> identify counterclaims.</p>	<p>Thesis is attempted, but may be confusing or ambiguous.</p> <p>Thesis is missing or not related to the task or prompt.</p>
Organization	<p>Demonstrates a satisfactory organizational structure that supports the thesis:</p> <ul style="list-style-type: none"> ● A strong introduction and conclusion that make connections between the claim and text ● Logical grouping and ordering of key points and evidence within body paragraphs ● Strong transitions that show how claim, key points and evidence connect 	<p>Demonstrates a general organizational structure that generally supports the thesis:</p> <ul style="list-style-type: none"> ● An introduction and conclusion that are clear. ● Solid grouping and ordering of key points and evidence within body paragraphs ● Some transitions that connect ideas 	<p>Demonstrates an emerging organizational structure that partially supports the thesis:</p> <ul style="list-style-type: none"> ● An introduction and conclusion that are mostly clear ● Some key points and evidence are not grouped logically ● Some confusing transitions or connections between ideas 	<p>Demonstrates a weak organizational structure:</p> <ul style="list-style-type: none"> ● Introduction or conclusion may be missing ● Key points and evidence are not grouped logically ● Few transitions or connections between ideas ●

<p>Evidence</p>	<p>Includes strongest, most relevant text evidence to support thesis and overall analysis of the text(s). Includes support of explicit and implicit points.</p> <p>Evidence is introduced and contextualized, quoted, or paraphrased accurately.</p>	<p>Includes relevant text evidence to support thesis and overall analysis of the text(s). Includes some support of implicit points.</p> <p>Most evidence is introduced and quoted or paraphrased accurately and is complete.</p>	<p>Text evidence or supporting details may be insufficient or only somewhat relevant, indicating basic comprehension of the text(s).</p> <p>Evidence is introduced inconsistently. Some quotations or paraphrases are incorrect or incomplete.</p>	<p>Text evidence or supporting details are largely missing, indicating limited comprehension of the text(s).</p> <p>Evidence is copied directly from the text with little introduction or context provided.</p>
<p>Analysis and Reasoning</p>	<p>Explanations draw connections between thesis and evidence.</p> <p>Explanations apply grade-level standards to literature, <i>such as</i>:</p> <ul style="list-style-type: none"> ● Analysis identifies a connection between the theme and the characters, setting, and plot ● Analysis clearly identifies the points of view of multiple characters and how they are developed 	<p>Explanations attempt to draw connections between thesis and evidence, but may also summarize without analysis.</p> <p>Explanations apply some standards to literature, <i>such as</i>:</p> <ul style="list-style-type: none"> ● Analysis clearly identifies how the story/plot unfolds, but connection to theme may be weak or unclear ● Analysis clearly identifies the point of view of the narrator or speaker and how it is developed 	<p>Explanations mostly summarize or restate text evidence, without drawing connections between ideas.</p> <p>Explanations reference the story/plot.</p> <ul style="list-style-type: none"> ● Analysis demonstrates an emerging understanding of how text examples connect to the thesis. 	<p>Explanations mostly summarize or restate text evidence, without drawing connections between ideas. Explanations reference the story/plot.</p>
<p>Writing Conventions and Craft</p>	<p>Illustrates the effective use of varied sentence patterns and paragraph organization.</p> <p>Includes carefully selected academic and domain-specific words and phrases, including from the text, while avoiding wordiness and redundancy.</p> <p>Reflects exceptional control of grade level conventions; errors are few and minor.</p> <p>Register is clearly appropriate for the task, audience, and purpose.</p>	<p>Reflects a generally controlled writing style but may lack variety in sentence patterns.</p> <p>Includes academic and domain-specific words and phrases from the text.</p> <p>Reflects control of most writing conventions; contains occasional errors that do not interfere with clarity or message.</p> <p>Register is appropriate for the task, audience, and purpose.</p>	<p>Uses some awkward constructions or demonstrates repeated use of a particular sentence pattern.</p> <p>Includes academic and domain-specific words and phrases, although some usage may be incorrect or awkward.</p> <p>Reflects limited control of conventions; contains frequent errors that may interfere with understanding the essay.</p> <p>Register is mostly appropriate for the task, audience, and purpose.</p>	<p>Demonstrates an emerging understanding of writing conventions and craft.</p> <p>Some errors interfere with understanding the essay.</p> <p>Demonstrates an emerging use of academic vocabulary, and may include words that are misused.</p> <p>Register is not yet appropriate for the task, audience, and purpose.</p>