QPA COMMON LITERARY ANALYSIS RUBRIC

Student Name:_____Scorer:_____Date:_____
Subject:_____ELA_____Social Studies_____Science_____Mathematics_____Other:_____

	ADVANCED- 4	**PROFICIENT -3**	**DEVELOPING-2**	**BEGINNING-1**
Idea Development (ID)	*I've done everything to earn a score of Proficient, plus 2 of 3:*			
(weighted x 2) *The main thesis the student conveys to his/her audience and the way the thesis and analysis are expressed.*	a. I use my own voice and perspective in presenting my analysis.	a. My thesis is important, clear and defensible.	a.My paper has a topic, but my thesis is not important, not clear, or not defensible.	a.My paper has a topic, but not a thesis.
	b. My analysis includes different points of view and develops the reasoning, evidence, strengths, and limitations for each point of view.	b. My analysis shows that I understand the media I am analyzing because I explain and show the reason for each idea used to support my thesis.	b.My analysis is confusing, OR is only partly shows that I understand the meaning of the media I am analyzing because I mainly summarize the information instead of explaining how my ideas relate to my thesis.	b. My ideas are not clearly related to my topic because I only list information rather than connect my ideas about the media to my topic. OR I make inappropriate connections between the media and my topic.
	c. I make connections between the essay and myself, other media, history, pieces of evidence, and/or the world.	c.I explain the significance of my thesis/analysis (the "so what?" of my essay).	c.I attempt to explain the significance of my thesis/analysis, but it is not clear.	c.I do not explain the significance of my topic.
	ADVANCED- 4	**PROFICIENT- 3**	**DEVELOPING- 2**	**BEGINNING- 1**
Supporting Evidence (SE)	*I've done everything to earn a score of Proficient, plus 2 of 3.*			
The facts, quotations, definitions, descriptions, examples, and/or scenarios used to support the main thesis.	a. In my analysis, I distinguish fact from opinion and show that I know how to identify and use each appropriately.	a. I use sufficient evidence that is relevant to my thesis/topic and that effectively elaborates on my point.	a. I use evidence to support my thesis/topic, but it is insufficient, not fully relevant, or repeats rather an elaborates on my point.	a. I use limited evidence, or my evidence contradicts or does not connect to my thesis/topic.
	b.I consistently and effectively integrate well-chosen citations to create a cohesive analysis.	b.I use accurate evidence with enough detail to support my thesis/topic.	b. Most of my evidence is related to my thesis/topic, but some of it may be too general, inaccurate, or misinterpreted.	b.I use evidence that is too general, is inaccurate, or is misinterpreted.
	c.I anticipate my audience's knowledge level, including concerns, values, and possible biases.	c. I cite supporting evidence from multiple sources appropriately, even when paraphrasing.	c. I sometimes cite my supporting evidence appropriately	c. I do not include citations from the media I am analyzing. OR I use direct quotations but do not identify where they are from.

	ADVANCED- 4	PROFICIENT-3	DEVELOPING-2	BEGINNING-1
Organization (O)	*I've done everything to earn a score of Proficient, plus 2 of 3:*			
The logic, structure and clarity of the paper.	a.My introduction hooks and orients the reader to the research topic in a thoughtful and engaging way	a.My introduction orients the reader to my research topic and provides a roadmap for the analysis in the rest of the paper.	a.My paper begins with an introduction that only partly orients the reader to the rest of my paper.	a. My paper begins presenting information without an introduction
	b. My body paragraphs build in significance and enhance the clarify and engagement of my paper.	b. My body paragraphs are logically ordered.	b. Most, but not all, of my body paragraphs are logically ordered.	b.The order of my body paragraphs is confusing and distracting.
	c. My conclusion is interesting and ties up my analysis, leaving the reader with a new perspective.	c.My topic sentences are clearly stated in each paragraph and develop my paper's logic.	c.My topic sentences are sometimes underdeveloped or unclear.	c.My topic sentences are mostly missing, unclear, or do not relate to the rest of the paragraph.
		d. My paper's structure and transitions are logical and help the reader better understand my paper.	d. My transitions between sentences and ideas are inconsistent.	d.The transistions between my sentences and ideas are non-existent or hard to follow.
		e. My conclusion summarizes my analysis and reflects upon the thesis.	e. My conclusion does not fully close/summarize my analysis.	e. My paper lacks a conclusion.
	ADVANCED-4	**PROFICIENT-3**	**DEVELOPING-2**	**BEGINNING-1**
Conventions & Style (CS)	*I've done everything to earn a score of Proficient, plus:*			
The word choice, fluency, spelling, mechanics, usage, and grammar.	I maintain the audience's interest my doing at least two of the following: • Varying syntax and sentence structure • Using figures of speech • Choosing precise and content-specific language	a.I have only a few errors, and my errors do not interfere with the reader's interpretation of my message.	a.I have many different types of errors. OR My errors interfere somewhat with the reader's interpretation of my message	a.My errors seriously interfere with the reader's interpretation of my message.
		b.The style of my writing and my use of vocabulary is academic and appropriate for the intended audience and topic.	b. The style of my writing and use of my vocabulary is not consistently academic and appropriate for the intended audience or topic.	b.The style of my writing is not academic, it is too informal.
		c.I demonstrate control of Standard English.	c.I have some control of Standard English, but it is not consistent.	c.I have little control of Standard English conventions, sentence structure, and grammar.