 **ELA 20 Analysis of a Literary Text – Specific Criteria Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  |  | **Fully meeting expectations, with enriched understanding (EU)** | **Fully meeting grade level expectations (FM)** | **Mostly meeting grade level expectations (MM)** | **Not yet meeting grade level expectations (NY)** |
| **Message/ Meaning** | **Strong, focused message** | Your message is clearly on one topic with a strong message that is engaging and informative. You focus on the elements being analyzed, engaging each thoughtfully and thoroughly. | You independently introduce and stay focused on the elements being analyzed. You represent a clear central message. | With help your message is mostly clear and on topic. Spend a little more time in the pre-writing stage, developing your message fo you can stay focused on the elements being analyzed. | Even with help you struggle to present a message that is clear and on topic. Always keep your main idea in mind and build onto it. Outline the elements being analyzed, so you can focus your message. |
| **Relevant, logical details** | You have shared engaging and thorough details from the text to support your message. Your details create a strong sense of unity and coherence. You carefully choose which details to share in order to support your analysis and create emphasis that is engaging. | You independently use relevant, logical details from the text to support your message, which are suited to your intended audience and purpose. Your details have supported unity, coherence and appropriate emphasis. | With help, you provided some details from the text to support your message. How can you build on your ideas with examples from the text to make your writing more substantial? How can you ensure that your details are related to support unity and coherence, while still placing emphasis on important aspects of your writing? Keep working on this balance. | You are having trouble providing enough details from the text to support your message. Consider your audience and purpose. How can you give substance to your analysis? How can all your details work together to support your message? What are the most important parts? Spend more time in the pre-writing stage. |
| **Variety of sources** | You use a rich variety of relevant and reliable sources from both within and outside the text when appropriate and confidently and accurately cite them within your message. | You independently use and accurately cite a variety of current reliable sources both from within and outside the text when appropriate. | With help you use and accurately cite some current reliable sources. Would a graphic organizer help you do this more independently? How can references to the text support your analysis and how do you include and cite them? | You are having trouble using and accurately citing some current reliable sources. Use a graphic organizer and keep track as you go! Look for connections to your ideas within the text. |

**General Writing Criteria**

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|  |  | **Fully meeting expectations, with enriched understanding (EU)** | **Fully meeting grade level expectations (FM)** | **Mostly meeting grade level expectations (MM)** | **Not yet meeting grade level expectations (NY)** |
| **Message/ Meaning** | **Style and voice** | The style and voice of your text was carefully considered and developed to engage your intended audience and purpose. | The style and voice of your text suit your intended audience and purpose. | With help you create a text with a style and voice that suit your intended audience and purpose. Working on making these decisions on your own. | With much help you create a text with a style and voice that somewhat suits your intended audience and purpose. As you work on your writing, check with others to be sure it is making sense. |
| **Use of rhetorical devices (ambiguity, contradiction, paradox, irony, incongruity, overstatement, understatement)** | You are able to make skillful use of multiple rhetorical devices in order to achieve an engaging effect that suits the audience and purpose. You can explain why you made the decisions you did as it relates to your message. | You are able to make skillful use of rhetorical devices in your writing in order to achieve a desired effect. | With help, you can make use of rhetorical devices in your writing. Continue to look for ways to use rhetorical devices without sacrificing any aspect of your message. How can they be used with the greatest impact? Which works best when? | You are having trouble using rhetorical devices in your writing. Be sure that you know what rhetorical devices are. Look for examples in writing by other people. What impact do they have on you as a reader? How could you use them in your message? |
| **Organization and Coherence** | **Logical and effective structures** | The organization of your writing enhances the desired effect on your audience, and clarifies the purpose and context of your creation. You have taken some risks to enhance impact. | Your writing is clearly organized in a manner that is logical to its audience, purpose and context. | With help you create a written piece that is somewhat organized to suit audience, purpose and context. Review that ways this genre of writing could be organized. | You are having trouble creating writing that is organized to suit its audience, purpose and context. Use a visual organizer to help you plan your writing early on. |
| **Engaging introduction** | You introduced the topic in an informative and highly engaging way. Your audience wanted to read more! | You introduced the main idea of your topic in a correctly constructed way. Your audience knew what was going to happen in your writing. | You needed help in deciding how to introduce your topic. Before you begin to construct your writing, think about what you really want to say and how to say it in an interesting way. | You had some trouble introducing your topic and engaging your audience. What is your message? Who is your audience? How can you hook your audience? |
| **Valid and justifiable conclusion** | Your conclusion powerfully and succinctly encapsulates your message and leaves your listeners with deeper understanding. | Your conclusion is valid and justifiable and brings closure to your message. | With help, your conclusion is mostly valid and justifiable and brings closure to your message. How can you end your writing in a way that helps your readers to understand your message completely? | You are having trouble summing up your message. Spend more time planning all parts of your message. What ideas do you want to leave your readers with, in the end? How do you want them to think about your message? |
| **Language choice and conventions** | **Other cues and conventions** | Your syntax is varied and polished and your word choices show style and efficiency. Any exceptions to standard usage are used for stylistic effect. Your text adheres to accepted standards of spelling, punctuation, and capitalization. Any errors are a result of risk taking. | Your syntax is effective, with some variety in length or structure. Your common sentence constructions are correct. The words you use to describe are clear but somewhat generalized. Your spelling, punctuation, and capitalization are generally correct. Your ideas are clear despite any mechanical errors. | Any uncomplicated sentence structures are usually clear, but your attempts at more complicated structures result in awkwardness and/or obscured meaning. The word choice you used to describe is sometime vague or overused. You needed some help with aspects of syntax and mechanics. Where can you go for help with this? How can you expand on your word choices? | You are having trouble with language cues and conventions. Your sentences are incomplete, run-on, or simple in structure. What tools do you have to improve word choice? What will help with creating effective sentence structure? Where can you go for help with mechanics? |

Feedback: