Rubric for Odyssey/Hamlet Analysis: MIDTERM 2019/2020 Honors English 12 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  | **Reading** | **Analysis** | **Writing** |
| 4A | * Demonstrates **thorough comprehension** of the source text.
* Makes **skillful use of textual evidence (quotations, paraphrases, or both), demonstrating a complete understanding of the source text.**
 | * Offers an **insightful analysis** of the source text and demonstrates a sophisticated understanding of the analytical task.
* Offers a thorough, well-considered evaluation of the author’s use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student’s own choosing.
 | * Is cohesive and demonstrates a **highly effective use and command of language.**
* Includes a **precise central claim.**
* Includes **a skillful introduction and conclusion**. The response demonstrates a deliberate and highly effective progression of ideas both within paragraphs and throughout the essay.
* Has a wide variety in sentence structures.
* precise word choice and formal style and objective tone.
* Shows a strong command of the conventions of standard written English and is free or **virtually free of errors.**
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| 3B | * Demonstrates **effective comprehension** of the source text.
* Makes **appropriate use of textual evidence** (quotations, paraphrases, or both), demonstrating an understanding of the source text.
 | * Offers an **effective analysis** of the source text and demonstrates an understanding of the analytical task.
* Competently evaluates the author’s use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student’s own choosing.
 | * Is **mostly cohesive and demonstrates** effective use and control of language.
* Includes a central claim or implicit controlling idea.
* Includes an **effective introduction and conclusion**. The response demonstrates a clear progression of ideas both within paragraphs and throughout the essay.
* some precise word choice and maintains a formal style and objective tone.
* free of significant errors that detract from writing
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| 2C | * Demonstrates **some comprehension** of the source text.
* Makes **limited and/or haphazard use of textual evidenc**e (quotations, paraphrases, or both), demonstrating some understanding of the source text.
 | * Offers **limited analysis** of the source text and demonstrates only partial understanding of the analytical task.
* **Contains little or no support for claim**(s) or point(s) made.
 | * **Demonstrates little or no cohesion** and limited skill in the use and control of language.
* **May lack a clear central claim or controlling** idea or may deviate from the claim or idea over the course of the response.
* May include an **ineffective introduction and/or conclusion**.
* Has limited variety in sentence structures; sentence structures may be repetitive, vague word choice; word choice may be repetitive. The response may deviate noticeably from a formal style and objective tone.
* limited control of English and may impede understanding.
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| 1D/F | * Demonstrates little or no comprehension of the source text.
* Makes **little or no use of textual evidence (quotations, paraphrases, or both**), demonstrating little or no understanding of the source text.
 | * Offers **little or no analysis or ineffective analysis** of the source text and demonstrates little or no understanding of the analytic task.
* Identifies without explanation some aspects of the author’s use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student’s choosing.
* Or the response offers no discernible analysis (e.g., **is largely or exclusively summary).**
 | * **Demonstrates little or no cohesion** and inadequate skill in the use and control of language.
* May **lack a clear central claim or** controlling idea.
* **Lacks a recognizable introduction and conclusion**.
* Lacks variety in sentence structures; sentence structures may be repetitive. vague word choice; word choice may be poor or inaccurate. lack a formal style and objective tone.
* Shows a weak control of the conventions of English and contains numerous errors that undermine the writing.
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