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

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|  | **Reading** | **Analysis** | **Writing** |
| 4  A | * 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.** |
| 3  B | * 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 |
| 2  C | * 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. |
| 1  D/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. |