RUBRIC EXAMPLE

Original Portion:

The sun becomes menacing as a “dazzling red glare.” It dazzles and overwhelms him but it is also an aggressive force because of that “red glare.”

	Original Score Description	Revised Score Description
TRAIT Commentary	May contain some simplistic, inaccurate, or repetitive explanations that don’t strengthen the argument	Focus on the importance of specific words and details from the passage to build an interpretation

Revised Portion:

The sun is personified as the almighty force governing over the beach. It’s personified through it’s “dazzling red glare,” and its overpowering presence as it causes the sea to “gasp for air with each swallow” (57). The imagery offers a depiction of a brutal force (the sun) that takes no prisoners.

Action Plan

As I introduce a piece of evidence, I must always remember to address the why and how. Why does the author provide us this moment and how does it help a reader create meaning? If I can also introduce a device, I’m even better. When I begin writing, I will write why/how next to each body paragraph to remind me to get deeper. I will erase them before I turn it in though :)

Category	Meeting Expectations	Still Developing
THESIS	Responds to the prompt with a thesis that presents a defensible interpretation of the passage or poem	Thesis is indefensible, restates prompt, provides summary with no claim, or does not respond to prompt

Category	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Still Developing
EVIDENCE AND COMMENTARY Note: to earn a "4" you must address the interpretation of the work as a whole (i.e. the overall meaning of the work)	EVIDENCE: Provides specific evidence to support all claims in a line of reasoning COMMENTARY: Consistently explains how the evidence supports a line of reasoning Explains how multiple literary elements or techniques in the passage or poem contribute to its meaning. NOTES: –Uniformly offer evidence to support claims. –Focus on the importance of specific details from the passage or poem to build an interpretation. –Organize and support an argument as a line of reasoning composed of multiple supporting claims, each with adequate evidence that is clearly explained. –Explain how the writer's use of multiple literary techniques contributes to the student's interpretation of the passage or poem	EVIDENCE: Provides specific evidence to support all claims in a line of reasoning. COMMENTARY: Explains how some of the evidence supports a line of reasoning. Explains how at least one literary element or technique in the passage or poem contributes to its meaning. NOTES: –Uniformly offer evidence to support claims. –Focus on the importance of specific details from the passage or poem to build an interpretation. –Organize an argument as a line of reasoning composed of multiple supporting claims. –Commentary may fail to integrate some evidence or fail to support a key claim.	EVIDENCE: Provides some specific relevant evidence. COMMENTARY: Explains how some of the evidence relates to the student's argument, but no line of reasoning is established, or the line of reasoning is faulty. NOTES: –Consist of a mix of specific evidence and broad generalities. –May contain some simplistic, inaccurate, or repetitive explanations –Uneven support for subclaims –A line of reasoning is not clearly established.	EVIDENCE: Provides evidence that is mostly general. COMMENTARY: Summarizes the evidence but does not explain how the evidence supports the argument. Simply restates thesis (if present), repeats provided information, or offers information irrelevant to the prompt. NOTES: –Tend to focus on overarching narrative developments or description of a selected work rather than specific details. –May contain multiple misreadings and/or inaccurate explanations –Is incoherent or does not address the prompt –May be just opinion with no textual references or references that are irrelevant

Category	Meeting Expectations	Still Developing
SOPHISTICATION	Demonstrates sophistication of thought and/or develops a complex literary argument by doing any of the following: –Identifying and exploring complexities or tensions within the passage or poem. –Illuminating the student's interpretation by situating it within a broader context. –Accounting for alternative interpretations of the passage or poem. –Employing a style that is consistently vivid and persuasive throughout.	Responses that do not earn this point: –Attempt to contextualize their interpretation, but such attempts consist predominantly of sweeping generalizations. –Only hint at or suggest other possible interpretations. –Oversimplify complexities of the topic and/or the passage or poem. –Use complicated or complex language or sentences that are ineffective because they do not enhance the argument.