

# English Scoring Categories Criteria for Analytical Response to Literary Texts

Name \_\_\_\_\_

Comments: \_\_\_\_\_

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Mark: \_\_\_\_\_ / 120 = \_\_\_\_\_ %

## THOUGHT AND UNDERSTANDING

**FOCUS:** When marking Thought and Understanding, the marker should consider

- how effectively the student's ideas relate to the assignment
- the quality of the **literary interpretations** and **understanding**

- E** Ideas are insightful and carefully considered, demonstrating a comprehension of subtle distinctions in the literary text(s) and the topic. Literary interpretations are perceptive and illuminating.
- Pf** Ideas are thoughtful and considered, demonstrating a competent comprehension of the literary text(s) and the topic. Literary interpretations are revealing and sensible.
- S** Ideas are relevant and straightforward, demonstrating a generalized comprehension of the literary text(s) and topic. Literary interpretations are general but plausible.
- L** Ideas are superficial or oversimplified, demonstrating a weak comprehension of the literary text(s) and the topic. Literary interpretations are incomplete and/or literal.
- P** Ideas are largely absent or irrelevant, and/or do not develop the topic. Little comprehension of the literary text(s) is demonstrated.

\_\_\_\_\_ x 6 = \_\_\_\_\_ 30

## SUPPORTING EVIDENCE

**FOCUS:** When marking **Supporting Evidence**, the marker should consider

- the **selection** and **quality** of evidence
- how well the supporting evidence is **employed, developed** and **synthesized** to support the student's ideas

**Consider ideas presented in the *Personal Reflection on Choice of Literary Text(s)***

- E** Support is precise, and astutely chosen to reinforce the student's ideas in a convincing way. A valid connection to the student's ideas is efficiently maintained.
- Pf** Support is specific and well chosen to reinforce the student's ideas in a persuasive way. A sound connection to the student's ideas is capably maintained.
- S** Support is general, adequate, and appropriately chosen to reinforce the student's ideas in an acceptable way but occasionally may lack persuasiveness. A reasonable connection to the student's ideas is suitably maintained.
- L** Support is inadequate, inaccurate, largely a restatement of what was read, and/or inappropriately chosen to reinforce the student's ideas and thus lacks persuasiveness. A weak connection to the student's ideas is maintained.
- P** Support is irrelevant, overgeneralized, lacks validity, and/or is absent. Little or no connection to the student's ideas is evident.

\_\_\_\_\_ x 6 = \_\_\_\_\_ 30

## FORM AND STRUCTURE

**FOCUS:** When marking **Form and Structure**, the marker should consider how effectively the student's organizational choices result in

- a **coherent, focused,** and **shaped** arrangement and discussion in response to the assignment
- **unifying effect** or a **controlling idea** that is developed and maintained

- E** A judicious arrangement of ideas and details contributes to a fluent discussion that is developed skillfully. The unifying effect or controlling idea is effectively sustained and integrated.
- Pf** A purposeful arrangement of ideas and details contributes to a controlled discussion that is developed capably. The unifying effect or controlling idea is coherently sustained and presented.
- S** A straightforward arrangement of ideas and details provides direction for the discussion that is developed appropriately. The unifying effect or controlling idea is presented and maintained generally; however, coherence may falter.
- L** A discernible but ineffectual arrangement of ideas and details provides some direction for the discussion that is underdeveloped. A unifying effect or controlling idea is inconsistently maintained.
- P** A haphazard arrangement of ideas and details provides little or no direction for the discussion, and development is lacking or obscure. A unifying effect or controlling idea is absent.

\_\_\_\_\_ x 4 = \_\_\_\_\_ 20

### MATTERS OF CHOICE

**FOCUS:** When marking **Matters of Choice**, the marker should consider how effectively the student's choices enhance communication. The marker should consider

- **diction**
- choices of **syntactic structures** (such as parallelism, balance, inversion)
- the extent to which **stylistic choices** contribute to the creation of **voice**

- E** Diction is precise. Syntactic structures are effective and sometimes polished. Stylistic choices contribute to the creation of a skillful composition with a convincing voice.
- Pf** Diction is specific. Syntactic structures are generally effective. Stylistic choices contribute to the creation of a considered composition with a capable voice.
- S** Diction is adequate. Syntactic structures are straightforward, but attempts at complex structures may be awkward. Stylistic choices contribute to the creation of a conventional composition with an appropriate voice.
- L** Diction is imprecise and/or inappropriate. Syntactic structures are frequently awkward and/or ambiguous. Inadequate language choices contribute to the creation of a vague composition with an undiscerning voice.
- P** Diction is overgeneralized and/or inaccurate. Syntactic structures are uncontrolled or unintelligible. A lack of language choices contributes to the creation of a confused composition with an ineffective voice.

### MATTERS OF CORRECTNESS

**FOCUS:** When marking **Matters of Correctness**, the marker should consider the correctness of

- **sentence construction** (completeness, consistency, subordination, coordination, predication)
- **usage** (accurate use of words according to convention and meaning)
- **grammar** (subject-verb/pronoun-antecedent agreement, pronoun reference, consistency of tense)
- **mechanics** (punctuation, spelling, capitalization)

**Consider the proportion of error in terms of the complexity and length of the response.**

- E** This writing demonstrates confidence in control of correct sentence construction, usage, grammar, and mechanics. The relative absence of error is impressive considering the complexity of the response and the circumstances.
- Pf** This writing demonstrates competence in control of correct sentence construction, usage, grammar, and mechanics. Minor errors in complex language structures are understandable considering the circumstances.
- S** This writing demonstrates control of the basics of correct sentence construction, usage, grammar, and mechanics. There may be occasional lapses in control and minor errors; however, the communication remains clear.
- L** This writing demonstrates faltering control of correct sentence construction, usage, grammar, and mechanics. The range of errors blurs the clarity of communication.
- P** This writing demonstrates lack of control of correct sentence construction, usage, grammar, and mechanics. Jarring errors impair communication.

\_\_\_\_\_ x 4 = \_\_\_\_\_ 20

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