**Practice Test for Literature Assessment**

**Assessing** with an Explanatory Rubric

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| Student: |  | Date: |  |

**Assess with an explanatory rubric.**

Use the following rubric to score a literary analysis for assessment.

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| **Score** | **Focus** | **Organization** | **Evidence** | **Language** | **Conventions** |
| 4 | A consistent and purposeful focus and a strong controlling idea make the writing very informative:• is focused, clear, and well supported• places the controlling idea in a solid context | An effective beginning, middle, and ending create completeness and unity: • strongly connects ideas using transitions• presents ideas in a logical progression throughout• connects to the reader in the beginning and achieves the purpose by the ending | Thorough support for the controlling idea includes a variety of details from various sources:• has complete, relevant, and well integrated support, giving credit to sources• elaborates ideas effectively | Precise language makes the writing clear and effective:• has appropriate vocabulary for the subject, audience, and purpose | A strong command of conventions makes the writing polished and clear: • uses words well and forms sentences correctly• has correct punctuation, capitalization, spelling, and grammar |
| 3 | An adequate, general focus with a controlling idea makes the writing informative:• is mostly maintained, but with some loosely related material• provides adequate context for the controlling idea | A beginning, a middle, and an ending exist, making the writing complete, though some material may be loosely related:• connects ideas with some transitions• progresses through ideas• adequately introduces ideas in the beginning, and adequately sums them up in the ending | Support for the controlling idea includes details from different sources:• uses some support from sources, with general or imprecise credit• elaborates on some ideas | Some precise and some general language adequately communicates• has generally appropriate vocabulary for the subject, audience, and purpose | Adequate command of conventions makes the writing solid:• has occasional usage or sentence errors, but they do not disrupt meaning• has adequate punctuation, capitalization, spelling, and grammar |
| 2 | A somewhat focused controlling idea is supported, with minor divergence from the topic:• receives some support, but not enough• may be somewhat unclear or unfocused | An inconsistent structure and obvious flaws make the writing uneven:• has inconsistent transitions• progresses unevenly through ideas from beginning to ending• has a weak beginning or ending | Support for the controlling idea is uneven, needing more details from different sources:• has little support from sources, with unclear or missing credit• elaborates on few ideas | Simplistic vocabulary unevenly expresses ideas:• has vocabulary that is sometimes inappropriate for the subject, audience, and purpose  | Uneven use of conventions makes the writing somewhat difficult to read:• has frequent usage and sentence errors, which can obscure meaning• does not consistently use punctuation, capitalization, spelling, and grammar |
| 1 | Little or no focus makes the writing uninformative:• might be brief• might have major divergence from the topic• might be confusing or ambiguous in focus | Little or no structure exists, making the writing incomplete or confused:• uses few transitions• has off-topic ideas | Few or no details from sources support the controlling idea:• includes little or no support from source material, with no credit• does not elaborate on ideas | Vague, unclear vocabulary creates confusion:• has limited vocabulary that does not connect to subject, audience, or purpose  | Incorrect conventions make the writing difficult to read:• makes many errors, which often obscure meaning |
| 0 | A category receives no credit when performance falls below the level indicated in row 1. |

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