Literary Argument: General Analytic Rubric (adapted from collegeboard.org)   **July 2019**
formatted by Ann Richards

Row A: Thesis, 0-1 point

0 points	1 point
• There is no defensible thesis. • The intended thesis only restates the prompt. • The intended thesis provides a summary of the issue with no apparent or coherent thesis. • There is a thesis, but it does not respond to the prompt.	Responds to the prompt with a defensible thesis that presents an interpretation and may establish a line of reasoning.
Responses that do not earn this point:	**Responses that earn this point:**
• The intended thesis only restates the prompt. • The intended thesis is only a generalized comment about the chosen work that doesn't respond to the prompt	The thesis takes a position on/provides a defensible interpretation in response to the prompt.

Row B: Evidence AND Commentary, 0-4 points

0 points	1 point	2 points	3 point	4 points
Simply restates thesis (if present). **OR** Repeats provided information. OR Provides examples that are generally irrelevant and/or incoherent.	Summarizes the plot/text without reference to a thesis. **OR** Provides references to the text that are vaguely relevant. AND Provides little or no commentary.	Makes textual references (direct quotes or paraphrases) that are relevant to the thesis. **AND** Provides commentary; however, it repeats, oversimplifies, or misinterprets the cited information or evidence.	**Makes textual references (direct quotes or paraphrases) that are relevant to the thesis. AND Provides commentary that explains the relationship between evidence and the thesis; however, commentary is uneven, limited, or incomplete.**	Makes textual references (direct quotes or paraphrases) that are relevant to the thesis. AND Provides well-developed commentary that consistently and explicitly explains the relationship between the evidence and the thesis. The response must address an interpretation about the work as a whole.
Typical responses that earn 0 points:	*Typical responses that earn 1 point:*	*Typical responses that earn 2 points:*	*Typical responses that earn 3 points:*	*Typical responses that earn 4 points:*
• Are incoherent or do not address the prompt. • May be just opinion with no textual references or references that are irrelevant.	• Drop textual references, (including plot summary, paraphrase, or quotes) into the response with little or no explanation.	• Contain multiple inaccuracies or instances of repetition in commentary. • Offer only simplistic explanations that don't strengthen the argument.	• Provide commentary that is not always well-developed, limited (stops short) and may be piecemeal. • Assume or imply a connection to the thesis that is not always explicit.	• Integrate specific and relevant textual references throughout in order to support the student's interpretation.

Note: Writing that suffers from grammatical and/or mechanical errors that interfere with communication cannot earn the fourth point in this row.

Row C: Sophistication, 0-1 point

Responses that do not earn this point:	Responses that earn this point may demonstrate a sophistication of thought or develop a complex literary argument by doing any of the following:
• Attempt to contextualize their interpretation, but such attempts consist of predominantly sweeping generalizations. • Only hint or suggest other possible interpretations. • Make a single statement about how consideration of the topic relates to a possible meaning of the chosen work as a whole without consistently maintaining that interpretation • Oversimplify complexities of the topic and/or the text. • Use complicated or complex sentences or language that are ineffective in that they do not enhance the argument	1. Explaining the significance or relevance of an Interpretation within a broader context. 2. Discussing alternative interpretations of a text 3. Recognizing and accounting for contradictions and complexities within the text. 4. Using relevant analogies to help an audience better understand an interpretation. 5. Utilizing a prose style that is especially vivid, persuasive, convincing, or appropriate to the student's argument.

Note: This point should be awarded only if the demonstration of sophistication or complex understanding is part of the argument, not merely a phrase or reference.