

## Literary Analysis Rubric

	Outstanding	Exceeds Expectations	Meets Expectations	Approaching Expectations	Unacceptable
<b>Intro/Conclusion</b> _____	<ul style="list-style-type: none"> <li>Introduction grabs attention and provides meaningful context to a persuasive argument</li> <li>Conclusion effectively restates the argument, but fresh language and meaningful insight leaves reader wanting more</li> </ul> <p style="text-align: center;">9 8</p>	<ul style="list-style-type: none"> <li>Introduction sparks some interest and effectively introduces reasonable argument</li> <li>Conclusion restates arguments, but uses new language and shows understanding of the big picture</li> </ul> <p style="text-align: center;">7 6</p>	<ul style="list-style-type: none"> <li>Introduction provides context for the argument but is obvious and/or basic</li> <li>Conclusion restates arguments, but recycles previous statements verbatim</li> </ul> <p style="text-align: center;">5</p>	<ul style="list-style-type: none"> <li>Introduction or conclusion does not flow with the arguments of the paper</li> <li>Introduction or conclusion contains blanket or vague statements; needs development to be effective</li> </ul> <p style="text-align: center;">4 3</p>	<ul style="list-style-type: none"> <li>No introduction and/or conclusion</li> </ul> <p style="text-align: center;">2 1</p>
<b>Thesis</b> _____	<ul style="list-style-type: none"> <li>Argument is clearly articulated and persuasive, contains an original opinion</li> </ul> <p style="text-align: center;">9 8</p>	<ul style="list-style-type: none"> <li>Thesis presents a reasonable opinion, argument is clear and focused</li> </ul> <p style="text-align: center;">7 6</p>	<ul style="list-style-type: none"> <li>Thesis is a plausible argument, contains a legitimate opinion, but seems too broad and basic</li> </ul> <p style="text-align: center;">5</p>	<ul style="list-style-type: none"> <li>Thesis demonstrates misunderstanding of the prompt or text</li> </ul> <p style="text-align: center;">4 3</p>	<ul style="list-style-type: none"> <li>Thesis not evident; thesis is a fact or plot summary; thesis not in correct position</li> </ul> <p style="text-align: center;">2 1</p>
<b>Topic Sentences and Transitions</b> _____	<ul style="list-style-type: none"> <li>Topic sentences contribute to the highly persuasive nature of the argument</li> </ul> <p style="text-align: center;">9 8</p>	<ul style="list-style-type: none"> <li>Topic sentences articulate precise arguments, logically linked to thesis</li> </ul> <p style="text-align: center;">7 6</p>	<ul style="list-style-type: none"> <li>Topic sentences are present and make an argument connected to the thesis; however, ideas are obvious and basic</li> </ul> <p style="text-align: center;">5</p>	<ul style="list-style-type: none"> <li>Topic sentences are not linked to the thesis</li> <li>Topic sentences show misunderstanding of prompt or text</li> </ul> <p style="text-align: center;">4 3</p>	<ul style="list-style-type: none"> <li>Topic sentences not evident</li> <li>Topic sentences are facts or summaries</li> </ul> <p style="text-align: center;">2 1</p>

# Rubric For Literary Analysis Paper

**Barbara E. Walvoord**



## **Rubric For Literary Analysis Paper:**

*Leaders of Their Own Learning* Ron Berger, Leah Rugen, Libby Woodfin, EL Education, 2014-01-07 From EL Education comes a proven approach to student assessment *Leaders of Their Own Learning* offers a new way of thinking about assessment based on the celebrated work of EL Education schools across the country Student Engaged Assessment is not a single practice but an approach to teaching and learning that equips and compels students to understand goals for their learning and growth track their progress toward those goals and take responsibility for reaching them This requires a set of interrelated strategies and structures and a whole school culture in which students are given the respect and responsibility to be meaningfully engaged in their own learning Includes everything teachers and school leaders need to implement a successful Student Engaged Assessment system in their schools Outlines the practices that will engage students in making academic progress improve achievement and involve families and communities in the life of the school Describes each of the book's eight key practices gives advice on how to begin and explains what teachers and school leaders need to put into practice in their own classrooms Ron Berger is Chief Program Officer for EL Education and a former public school teacher *Leaders of Their Own Learning* shows educators how to ignite the capacity of students to take responsibility for their own learning meet Common Core and state standards and reach higher levels of achievement Video and other supplementary materials are not included as part of the e book file but are available for download after purchase

*Assessment Clear and Simple* Barbara E. Walvoord, 2010-04-12 The first edition of *Assessment Clear and Simple* quickly became the essential go to guide for anyone who participates in the assessment process in higher education With the increased pressure to perform assessment to demonstrate accountability *Assessment Clear and Simple* is needed more than ever This second edition of the classic resource offers a concise step by step guide that helps make assessment simple cost efficient and useful to an institution It contains effective strategies for meeting the requirements of accreditation agencies legislatures review boards and others while emphasizing and showing how to move from data to actions that improve student learning This thoroughly revised and updated edition includes many new or expanded features including Illustrative examples drawn from the author's experience consulting with more than 350 institutions A basic no frills assessment plan for departments and for general education Tips on how to integrate portfolios and e portfolios into the assessment process Suggestions for using rubrics and alternatives to rubrics including doing assessment for multidisciplinary work Clear instructions on how to construct a coherent institution wide assessment system and explain it to accreditors Ideas for assigning responsibility for general education assessment Strategies for gathering information about departmental assessment while keeping the departmental workload manageable Information on how to manage assessment in times of budgetary cutbacks Praise for the Second Edition of *Assessment Clear and Simple* Walvoord's approach to assessment is wonderfully straightforward it is also effective in facilitating faculty engagement in assessment We've applied a number of her methods to our campus assessment efforts

with success This book makes assessment both manageable and useful in improving and enhancing student learning Martha L A Stassen director of assessment University of Massachusetts Amherst and president New England Educational Assessment Network NEEAN Walvoord s work clearly presents the basics for getting started in assessment of student learning while honestly addressing the complexities of assessment when driven by faculty passion for student learning This book is a valuable resource for the novice as well as the developing experts who are leading their institutions in academic assessment Bobbi Allen faculty assessment director Delta College

**Practical Ideas for Teaching Writing as a Process**

Carol B. Olson, 1996-02 Contains a collection of specific classroom strategies suggestions for teaching writing to elementary school students according to an eight stage process Specific techniques for teaching each stage of the writing process descriptions of proven approaches for using these techniques are also included A wonderful resource a labor of love from a large talented group of educators Had its beginnings in the California Writing Project at the Univ of California Irvine Best Seller Illustrated

*English Language Arts, Grade 6 Module 3* PCG Education, 2015-11-24 Paths to College and Career

Jossey Bass and PCG Education are proud to bring the Paths to College and Career English Language Arts ELA curriculum and professional development resources for grades 6 12 to educators across the country Originally developed for EngageNY and written with a focus on the shifts in instructional practice and student experiences the standards require Paths to College and Career includes daily lesson plans guiding questions recommended texts scaffolding strategies and other classroom resources Paths to College and Career is a concrete and practical ELA instructional program that engages students with compelling and complex texts At each grade level Paths to College and Career delivers a yearlong curriculum that develops all students ability to read closely and engage in text based discussions build evidence based claims and arguments conduct research and write from sources and expand their academic vocabulary Paths to College and Career s instructional resources address the needs of all learners including students with disabilities English language learners and gifted and talented students This enhanced curriculum provides teachers with freshly designed Teacher Guides that make the curriculum more accessible and flexible a Teacher Resource Book for each module that includes all of the materials educators need to manage instruction and Student Journals that give students learning tools for each module and a single place to organize and document their learning As the creators of the Paths ELA curriculum for grades 6 12 PCG Education provides a professional learning program that ensures the success of the curriculum The program includes Nationally recognized professional development from an organization that has been immersed in the new standards since their inception Blended learning experiences for teachers and leaders that enrich and extend the learning A train the trainer program that builds capacity and provides resources and individual support for embedded leaders and coaches Paths offers schools and districts a unique approach to ensuring college and career readiness for all students providing state of the art curriculum and state of the art implementation

*The Common Core Grammar Toolkit* Sean Ruday, 2017-11-06 The

Common Core's language standards can seem overwhelming. Students need to learn specific complex grammar rules at each grade level. The Common Core Grammar Toolkit to the rescue! In this comprehensive guide, author Sean Ruday shows how you can make grammar instruction fun and meaningful. You will learn how to teach the Common Core's language standards for grades 9-12 by presenting each grammar rule as a useful writing tool. Use mentor texts, excerpts from great literature to help students understand grammar in action. Promote metacognition along the way so that students become responsible for their own learning. The book thoroughly covers how to teach the Common Core's language standards for grades 9-12 on topics such as varying syntax for effect, using domain-specific words and phrases, analyzing nuances in word meanings, using semicolons to link related clauses, and more. You'll learn how to present each of these grammar rules to your students as tools that will help them improve their writing. You'll also find resources designed to provide you with extra support, including reproducible classroom-ready charts and forms, an annotated bibliography of suggested mentor texts for each grammar rule, and a guide for teachers and administrators interested in using the book for group-based professional development. With The Common Core Grammar Toolkit, you'll have a clear game plan for encouraging your students to use language more purposefully and effectively.

**Challenging Common Core Language Arts Lessons** Clg Of William And Mary/Ctr Gift Ed, 2021-09-03 This book from the Center for Gifted Education at William Mary provides gifted and advanced learners challenging activities to master and engage with the Common Core State Standards for English Language Arts through four mini-units. Each mini-unit is packed with activities that enrich and extend grade-level ELA content for grade 8. Included texts have messages and characters that are developmentally suitable for students. Through higher-order reasoning questions, resulting discussions, and student-created products associated with these texts, gifted and advanced students' needs are met while still maintaining messages and characters to which students can relate. Students will be exposed to themes such as life is what you make it, don't judge a book by its cover, nature and vulnerability, and respect. Each theme was chosen with advanced eighth-grade students in mind and their emerging need to learn more about themselves, their world, and how to work through adversity to accomplish their goals. Grade 8 *Content Area Literacy for Diverse Learners* Virginia McCormack, 2008 contains useful information and concepts that teachers can apply in the classroom and other instructional settings. There is also a detailed resource section listing children's literature and websites that can enhance your instructional practice. This helpful and comprehensive resource can be used by preservice teachers, by experienced teachers, and administrators for development of staff at all levels and by individuals in Alternate Route Teacher Certification programs. Page 4 of cover

**Rubric Nation** Michelle Tenam-Zemach, Joseph E. Flynn, 2015-04-01 What is a rubric and how are they being used in teacher education and evaluation? When did rubrics become ubiquitous in the field of education? What impact do rubrics have on students, teachers, teacher educators, and the educational enterprise? This book is an edited volume of essays that critically examine the phenomenon of rubrics in teacher education, evaluation, and education more broadly. Rubrics have

seen a dramatic rise in use and presence over the past twenty five years in colleges of education and districts across the country Although there is a wealth of literature about how to make rubrics there is scant literature that explores the strengths and weaknesses of rubrics and the impact the rubric phenomenon is having in reshaping education The chapters included in this edited volume will critically reflect on the contemporary contexts of rubrics and the uses and impact of rubrics in education Since rubrics have become indelible in education it is necessary for a fuller nuanced discussion of the phenomenon Creating a book that explores these aspects of rubrics is timely and fundamental to expanding the discourse on this ubiquitous evaluation tool This book is not meant to be a series of chapters dedicated to best practices for creating rubrics nor is this text meant to present all sides of the rubric discussion Rather this text intends to offer critical polemics about rubrics that can spur greater critical discussion about a phenomenon in education that has largely been unquestioned in the literature

Going Gradeless, Grades 6-12 Elise Burns, Elise B Naramore, David Frangiosa, 2021-02-23 Grade reform and standards based grading SBG is a hotly debated issue in education As one high school administrator puts it Traditional letter grading is probably the biggest elephant in the room in regard to school reform We start grading at a young age and it becomes all about accumulating points and it's not about the learning anymore Dan Kelley principal of Smithfield High School Rhode Island When students can focus less on the score and more on the learning great things happen SBG is even more challenging in high school In this book the authors share their districts successes moving to alternate assessment methods that promote learning rather than solely achievement The proponents of grade reform highlight the arbitrary nature of grades the undue stress experienced by some learners and the potential interference in the process of learning On the other hand opponents reference the lack of accountability and a shift away from content knowledge that is perceived in many alternate assessment models This book outlines how to remove the negative impacts of grades while still maintaining a high level of accountability While the majority of other books in this space provide a rationale for why the shift is necessary these authors provide the classroom teacher's perspective and concrete examples of how these approaches can be developed and applied They provide sample assessments student work samples an accountability checklist a sample of their rubrics and a review of our collected data

*A Local Assessment Toolkit to Promote Deeper Learning* Karin Hess, 2018-02-28 Build assessments you can really use Unlock the how when what and why Watch your system become greater than its parts by building local capacity through common language and deeper knowledge of assessment components For years educators have turned to the Hess Cognitive Rigor Matrices CRM Now for the first time the modules are packaged into one resource to help you evaluate the quality and premise of your current assessment system Designed as a professional development guide for long term use by school leaders five content rich topic based modules Offer field tested teacher friendly strategies for local school test development Can be used for individual or professional development opportunities Allow for sequential or non sequential use

Practical Ideas for Teaching Writing as a Process at the High School and College Levels Carol Booth

Olson,1997 The concept of writing as process has revolutionized the way many view composition and this book is organized by the stages of that process Each section begins with a well known author presenting specific techniques followed by commentaries which include testimonials applications of writing techniques and descriptions of strategy modifications all contributed by classroom teachers The book includes the following sections and initial chapters Section 1 The Process Teaching Writing as a Process Catherine D Aoust Section 2 Prewriting Clustering A Prewriting Process Gabriele Lusser Rico Section 3 Prewriting in Different Subjects Prewriting Assignments Across the Curriculum Jim Lee Section 4 Showing Not Telling A Training Program for Student Writers Rebekah Caplan Section 5 Using Cooperative Learning to Facilitate Writing Using Structures to Promote Cooperative Learning in Writing Jeanne M Stone and Spencer S Kagan Section 6 Writing Developing a Sense of Audience or Who Am I Really Writing This Paper For Mark K Healy Section 7 Teaching Writing in the Culturally and Linguistically Diverse Classroom English Learners and Writing Responding to Linguistic Diversity Robin Scarcella Section 8 Domains of Writing Teaching the Domains of Writing Nancy McHugh Section 9 Writing the Saturation Report Using Fictional Techniques for Nonfiction Writing Ruby Bernstein Section 10 Point of View in Writing A Lesson on Point of View That Works Carol Booth Olson Section 11 Writing the I Search Paper The Reawakening of Curiosity Research Papers as Hunting Stories Ken Macrorie Section 12 Critical Thinking and Writing Reforming Your Teaching for Thinking The Studio Approach Dan Kirby Section 13 Sharing Responding Some Guidelines for Writing Response Groups Peter Elbow Section 14 Reader Responses Dialogue with a Text Robert E Probst Section 15 RAGs for Sharing Responding Using Read Around Groups to Establish Criteria for Good Writing Jenee Gossard Section 16 Rewriting Editing Competence for Performance in Revision Sheridan Blau Section 17 Revising for Correctness Some Basics That Really Do Lead to Correctness Irene Thomas Section 18 Building Vocabularies Word Sprouting A Vocabulary Building Strategy for Remedial Writers Barbara Morton Section 19 Evaluation Holistic Scoring in the Classroom Glenn Patchell and Section 20 Evaluation Techniques Some Techniques for Oral Evaluation Michael O Brien Contains over 100 references EF

*Writing With Skill, Level 3: Instructor Text* Susan Wise Bauer,2014-11-16 The third volume of the groundbreaking writing series that prepares students for high level work in rhetoric and composition Full support for parents and teachers including rubrics model compositions teaching tips and suggested dialogue Building on the first two levels of Writing With Skill Level 3 reinforces skills in original composition and introduces new skills in researching organizing and writing expository essays This third level is marked by a focus on writing about cause and effect as well as more advanced instruction in literary criticism science writing descriptions and paragraph construction Time tested classical techniques the imitation and analysis of great writers combine with original composition exercises in history science biography and literature Along with the Student Workbook this Level Three Instructor Text provides a complete year of advanced middle grade writing instruction More Than a Score Jesse Hagopian,2014-11-10 Jesse Hagopian brought a rare moment of truth to the corporate dominated Education

Nation show when he spoke on behalf of his colleagues at Garfield High in Seattle He instantly became the voice and face of the movement to stop pointless and punitive high stakes testing Diane Ravitch author of Reign of Terror In cities across the country students are walking out parents are opting their children out and teachers are rallying against the abuses of high stakes standardized testing These are the stories in their own words of some of those who are defying the corporate education reformers and fueling a national movement to reclaim public education Alongside the voices of students parents teachers and grassroots education activists the book features renowned education researchers and advocates including Nancy Carrlson Paige Karen Lewis and Monty Neill Jesse Hagopian teaches history and is the Black Student Union adviser at Garfield High School the site of the historic boycott of the MAP test in 2013 He is an associate editor of Rethinking Schools and winner of the 2013 Secondary School Teacher of Year award from the Academy of Education Arts and Sciences He is a contributing author to Education and Capitalism Struggles for Learning and Liberation and 101 Changemakers Rebels and Radicals Who Changed US History and writes regularly for Truthout Black Agenda Report and the Seattle Times Op Ed page

**Doing Literary Criticism** Tim Gillespie,2024-11-01 One of the greatest challenges for English language arts teachers today is the call to engage students in more complex texts Tim Gillespie who has taught in public schools for almost four decades has found the lenses of literary criticism a powerful tool for helping students tackle challenging literary texts Tim breaks down the dense language of critical theory into clear lively and thorough explanations of many schools of critical thought reader response biographical historical psychological archetypal genre based moral philosophical feminist political formalist and postmodern Doing Literary Criticism gives each theory its own chapter with a brief teacher friendly overview and a history of the approach along with an in depth discussion of its benefits and limitations Each chapter also includes ideas for classroom practices and activities Using stories from his own English classes from alternative programs to advance placement and everything in between Tim provides a wealth of specific classroom tested suggestions for discussion essay and research paper topics recommended texts exam questions and more The accompanying CD offers abbreviated overviews of each theory designed to be used as classroom handouts examples of student work collections of quotes to stimulate discussion and writing an extended history of women writers and much more Ultimately Doing Literary Criticism offers teachers a rich set of materials and tools to help their students become more confident and able readers writers and critical thinkers

**TEACHING ENGLISH CREATIVELY** John H. Bushman,2001-01-01 The plan and purpose of this book is to provide educationally sound theories and creative activities in the teaching of English This Third Edition retains many of the activities that were included in previous editions but also offers much new material based on the most current research and practice in English education The book provides in great detail proven and tested measures for teachers to use to be successful in their instructional efforts Major topics well described include creating an effective classroom climate preparation for group interaction teaching oral English the teaching of writing teaching literature reading in the English



classroom teaching the English language developing thinking skills and creating the English curriculum In this new edition the chapters on reading and teaching literature have been completely rewritten and include sections on literature circles and Socratic seminars In addition the chapter on writing updates the research on assessment and the use of portfolios and also includes practice and theory concerning the use of writing workshops All of the Additional Reading sections at the end of each chapter have been completely updated with the most current resources on theory research and practice The book's easy to read style with the large number of teaching strategies programs and effective classroom activities that have been proven successful make this an essential resource for the English teacher

**Performance-Based Assessment for 21st-Century Skills** Todd Stanley, 2021-09-03 Performance based assessments allow classroom teachers an alternative to traditional multiple choice tests We often use fill in the bubble assessments in education to determine the readiness of students However in the 21st century workplace these types of tests fail to truly prepare students How many times in the real world are we called upon to take a multiple choice test In the real world we are called upon to prove our merit through performance based assessments displaying our 21st century skills We should be preparing students for this in the classroom Performance Based Assessment for 21st Century Skills makes the argument that teachers should use performance based assessments in the classroom It guides the educator step by step to show how he or she can create performance based assessments for students including what they look like teaching students how to create them setting the proper classroom environment and how to evaluate them

Schooling by Design Grant Wiggins, Jay McTighe, 2007-07-15 Why despite years of trying have efforts to achieve lasting effective school reform fallen short What curricular and policy elements must be in place to move forward How should the roles of teachers and education leaders be defined to best support the point of school Grant Wiggins and Jay McTighe answer these and other questions in Schooling by Design Mission Action and Achievement Building on the premise of Understanding by Design their acclaimed framework for curriculum instruction and assessment the authors present a compelling argument for using the same approach to reach a grand goal the reform of schooling as a whole In their view reform rests on six pillars A relentless focus on the long term mission of school enabling learners to demonstrate understanding and mature habits of mind A curriculum and assessment framework that honors the mission and ensures that content coverage is no longer the accepted approach to instruction A set of principles of learning that support all decisions about pedagogy and planning Structures policies job descriptions practices and use of resources consistent with mission and learning principles An overall strategy that includes ongoing feedback and adjustment and A set of tactics linked to strategy including a planning process that uses backward design to accomplish the key work of reform Practical insightful and provocative Schooling by Design elaborates on each of these elements and presents educators with both the rationale and the methodology for closing the gap between what we say we want from school and what school actually delivers for turning vision into reality

*Practical Ideas*, 1986 *Positive Discipline Tools for Teachers* Jane Nelsen, Ed.D., Kelly

Gfroerer, Ph.D.,2017-06-06 MORE THAN 2 MILLION POSITIVE DISCIPLINE BOOKS SOLD The Positive Discipline method has proved to be an invaluable resource for teachers who want to foster creative problem solving within their students giving them the behavioral skills they need to understand and process what they learn In Positive Discipline Tools for Teachers you will learn how to successfully incorporate respectful solution oriented approaches to ensure a cooperative and productive classroom Using tools like Connection Before Correction Four Problem Solving Steps and Focusing on Solutions teachers will be able to focus on student centered learning rather than wasting time trying to control their students behavior Each tool is specifically tailored for the modern classroom with examples and positive solutions to each and every roadblock that stands in the way of cooperative learning Complete with the most up to date research on classroom management and the effectiveness of the Positive Discipline method this comprehensive guide also includes helpful teacher stories and testimonials from around the world You will learn how to Model kind and firm leadership in the classroom Keep your students involved and intrinsically motivated Improve students self regulation And more *Princeton Review AP English Literature and Composition Prep 2021* The Princeton Review,2020-08 Make sure you re studying with the most up to date prep materials Look for the newest edition of this title The Princeton Review AP English Literature Composition Prep 2022 ISBN 9780525570639 on sale August 2021 Publisher s Note Products purchased from third party sellers are not guaranteed by the publisher for quality or authenticity and may not include access to online tests or materials included with the original product

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which offers free access to course materials from the Massachusetts Institute of Technology, and the Digital Public Library of America, which provides a vast collection of digitized books and historical documents. In conclusion, Rubric For Literary Analysis Paper books and manuals for download have transformed the way we access information. They provide a cost-effective and convenient means of acquiring knowledge, offering the ability to access a vast library of resources at our fingertips. With platforms like Project Gutenberg, Open Library, and various digital libraries offered by educational institutions, we have access to an ever-expanding collection of books and manuals. Whether for educational, professional, or personal purposes, these digital resources serve as valuable tools for continuous learning and self-improvement. So why not take advantage of the vast world of Rubric For Literary Analysis Paper books and manuals for download and embark on your journey of knowledge?

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