**Passage Analysis Rubric**

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| **A: Knowledge and understanding of the text***How much knowledge and understanding has the student shown of the text in relation to issues such as content, contexts, purpose, audience, etc.?* | **B: Appreciation of language, form, genre, style***To what extent does the student identify and appreciate the use of language and stylistic techniques in relation to the key concepts and the text?* | **C: Organization and development***How well-organized, coherent, and developed is the presentation of ideas?* | **D: Language***How clear, varied, and accurate is the language?**How appropriate is the register?(“Register” refers to the student’s use of elements such as vocabulary, tone, sentence structure, and terminology appropriate to the task.)* |
|  | 0 The work does not reach a standard described by the descriptors below. |  | 0 The work does not reach a standard described by the descriptors below. |  | 0 The work does not reach a standard described by the descriptors below. |  | 0 The work does not reach a standard described by the descriptors below. |
|  | **1 Some knowledge and understanding of the text**(There is some knowledge but virtually no understanding of the text in relation to key concepts). |  | **1 Some conventions identified/limited development (**Some textual conventions/language use identified but there is limited development relevant to the key concepts and text). |  | **1 Little organization**(Ideas have little organization; there may be a superficial structure, but coherence and//or development are lacking). |  | **1 Rarely clear and appropriate language**(Language is rarely clear and appropriate; there are many errors in grammar, vocabulary, and sentence construction, and little sense of register and style). |
|  | **2 Mostly adequate knowledge of the text**(There is mostly adequate knowledge but some superficial understanding of the text in relation to key concepts).  |  | **2 Conventions sometimes identified and developed/some relevance**(Examples of textual conventions/language use are sometimes correctly identified and developed, with some relevance to the key concepts and text). |  | **2 Some organization (**Ideas have some organization, with a recognizable structure, but coherence and development are often lacking). |  | **2 Sometimes clear and adequately chosen language with fair degree of accuracy**(Language is sometimes clear and carefully chosen; grammar, vocabulary, and sentence construction are fairly accurate, although errors and inconsistencies are apparent; the register and style are to some extent appropriate to the task).  |
|  | **3 Adequate knowledge and understanding of the text.** **(**There is adequate knowledge and understanding of the text in relation to key concepts). |  | **3 Conventions satisfactorily identified and developed/with relevance**(Examples of textual conventions/language use are satisfactorily identified and developed, with relevance to the key concepts and text). |  | **3 Adequate organization****(**Ideas are adequately organized, with a suitable structure and attention paid to coherence and development). |  | **3 Clear and carefully chosen language with adequate degree of accuracy (**Language is clear and carefully chosen, with an adequate degree of accuracy in grammar, vocabulary, and sentence construction despite some lapses; register and style are mostly appropriate to the task). |
|  | **4 Good knowledge and understanding of the text** **(**There is good knowledge and understanding of the text in relation to key concepts). |  | **4 Conventions clearly identified and effectively developed/ with relevance**(Examples of textual conventions/language use are clearly identified and effectively developed, with relevance to the key concepts and text). |  | **4 Effective organization**(Ideas are effectively organized, with a very good structure, coherence, and development). |  | **4 Clear and carefully chosen language with good degree of accuracy (**Language is clear and carefully chosen, with a good degree of accuracy in grammar, vocabulary, and sentence construction; register and style are consistently appropriate to the task). |
|  | **5 Perceptive knowledge and understanding of the text****(**There is perceptive knowledge and understanding of the text in relation to key concepts.) |  | **5 Conventions perceptively identified and persuasively developed/with clear relevance** (Examples of textual conventions/language use are perceptively identified and persuasively developed, with clear relevance to the key concepts and text). |  | **5 Persuasive organization (**Ideas are persuasively organized, with excellent structure, coherence, and development). |  | **5 Very clear, effective, carefully chosen and precise language with a high degree of accuracy (**Language is very clear, effective, carefully chosen and precise, with a high degree of accuracy in grammar, vocabulary, and sentence construction; register and style are effective and appropriate to the task). |