

Summer Reading Commentary Rubric

	0	1	2	3	4	5
A. Understanding of the Text <i>* How well has the candidate understood the thought and feeling expressed in the text?</i>	The candidate has not reached level 1.	Little understanding of the text <i>* little understanding of the thought and feeling expressed in the text</i> <i>* mainly irrelevant and/or inappropriate references to the text</i>	Some understanding of the text <i>* superficial understanding of thought and feeling expressed in the text</i> <i>* some relevant references to the text</i>	Adequate understanding of the text <i>* adequate understanding of thought and feeling expressed in the text</i> <i>* adequate and appropriate references to the text</i>	Good Understanding of the text <i>* good understanding of thought and feeling expressed in the text as well as some of the subtleties of the text</i> <i>* detailed and pertinent references to the text</i>	Excellent understanding of the text <i>* perceptive understanding of thought and feeling expressed in the text as well as some of the subtleties of the text</i> <i>* detailed and persuasive references to the text</i>
B. Interpretation of the Text <i>* How relevant are the candidate's ideas about the text?</i> <i>* How well has the candidate explored those ideas?</i> <i>* How well has the candidate illustrated the claims?</i> <i>* To what extent has the candidate expressed a relevant personal response?</i>	The candidate has not reached level 1.	Little interpretation of the text <i>* the candidate's ideas are mainly insignificant and/or irrelevant</i> or <i>* the commentary consists mainly of narration and/or repetition of content</i>	Some interpretation of the text <i>* the candidate's ideas are sometimes irrelevant</i> <i>* the commentary consists mainly of unsubstantiated generalizations</i> or <i>* the commentary is mainly a paraphrase of the text</i>	Adequate interpretation of the text <i>* the candidate's ideas are generally relevant</i> <i>* the analysis is adequate and appropriately illustrated by some relevant examples</i>	Good interpretation of the text <i>* the candidate's ideas are clearly relevant and include an appropriate personal response</i> <i>* the analysis is generally detailed and well illustrated relevant examples</i>	Excellent interpretation of the text <i>* the candidate's ideas are convincing and include an appropriate and considered personal response</i> <i>* the analysis is generally detailed and well illustrated relevant examples</i>
C. Appreciation of Literary Features <i>* To what extent is the candidate aware of the presence of literary features in the text such as diction, imagery, tone, structure, style, and technique?</i> <i>* To what extent does the candidate appreciate the affects of the literary features?</i> <i>* How well has the candidate supported claims about the effects of literary features?</i>	The candidate has not reached level 1.	Little awareness of the literary features of the text <i>* little mention or consideration of the literary features of the text</i>	Some awareness of the literary features of the text <i>* some consideration of the literary features of the text</i> <i>* superficial analysis of the literary features of the text</i>	Adequate awareness of the literary features of the text <i>* adequate appreciation of the effects of the literary features of the text</i> <i>* the analysis is sometimes illustrated by relevant examples</i>	Good awareness of the literary features of the text <i>* generally detailed appreciation of the effects of the literary features of the text</i> <i>* the analysis is generally detailed and illustrated by relevant examples</i>	Excellent awareness of the literary features of the text <i>* detailed and persuasive appreciation of the effects of the literary features of the text</i> <i>* the analysis is detailed and illustrated by carefully chosen examples</i>
D. Presentation <i>* How well has the candidate organized the commentary?</i> <i>* How effectively have the candidate's ideas been presented?</i> <i>* To what extent are supporting examples integrated into the body of the commentary?</i>	The candidate has not reached level 1.	Little sense of a focused and developed argument <i>* little evidence of a structure to the commentary</i> <i>* little attempt to present ideas in an ordered or logical sequence</i>	Some sense of a focused and developed argument <i>* some evidence of a structure to the commentary</i> <i>* some attempt to present ideas in an ordered or logical sequence</i>	A generally focused and developed argument <i>* adequate structure to the commentary</i> <i>* ideas are generally presented in an ordered or logical sequence</i>	A clearly focused and developed argument <i>* clear and logical structure to the commentary</i> <i>* supporting examples are appropriately integrated into the body of the commentary</i>	A clearly focused, well-developed and persuasive argument <i>* purposeful and effective structure to the commentary</i> <i>* supporting examples are well integrated into the body of the commentary</i>
E. Formal Use of Language <i>* How accurate, clear and precise is the language used by the candidate?</i> <i>* How appropriate is the candidate's choice of register¹ and style for this task?</i>	The candidate has not reached level 1.	The language is rarely clear or coherent <i>* the use of language is not readily comprehensible</i> <i>* many lapses in grammar, spelling and sentence construction</i> <i>* vocabulary is rarely accurate or appropriate</i>	The language is only sometimes clear and coherent <i>* some degree of clarity and coherence in the use of language</i> <i>* some degree of accuracy in grammar, spelling and sentence construction</i> <i>* Vocabulary is sometimes appropriate to the discussion of literature.</i>	The language is generally clear and coherent <i>* adequately clear and coherent use of language</i> <i>* only a few significant lapses in grammar, spelling and sentence construction</i> <i>* some care shown in the choice of vocabulary, idiom and style</i> <i>* suitable choice of register</i>	The language is clear, varied and precise <i>* clear, varied, and precise use of language</i> <i>* no significant lapses in grammar, spelling and sentence construction</i> <i>* effective and appropriately varied use of vocabulary, idiom and style</i> <i>* suitable choice of register</i>	The language is clear, varied, precise and concise <i>* clear, varied, precise and concise use of language</i> <i>* no significant lapses in grammar, spelling and sentence construction</i> <i>* precise use of wide vocabulary and varied idiom and style</i> <i>* effective choice of register</i>

¹Register refers, in this case, to the candidate's sensitivity to elements, such as the vocabulary, tone, sentence structure and idiom appropriate to the task.