

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_

Assignment: \_\_\_\_\_ Course: \_\_\_\_\_ SLEs: \_\_\_\_\_ Validated?: Yes No  
 (Circle) each SLE for which this assignment is portfolio-worthy)

# LITERARY TEXT COMPREHENSION RUBRIC

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		<b>Content</b>	<b>Organization &amp; Development</b>	<b>Style and Usage</b>	<b>Overall Effectiveness</b>
<b>4</b> ✓+ Exceeds the standard		Shows clear understanding of the text's explicit and implied meaning. Main idea is insightful. Consistently uses relevant, accurate details for support. Accurately summarizes context.	Develops and elaborates the main idea with originality and insight. Logical, comprehensive order. Smoothly integrated support. Creative, varied transitions. Inventive lead and conclusion.	Varied and sophisticated sentence structure. No or very few grammar errors. Appropriate, distinctive, and engaging tone. Fluent, precise, and/or vivid word choice. Very few or no errors in spelling, punctuation, or format.	Meets or exceeds all expectations and requirements.
<b>3</b> ✓ Meets the standard		Shows sound understanding of text's explicit and implied meaning. Main idea is valid. Uses relevant, accurate details for support. Summarizes appropriate information to set context.	Develops main idea clearly and effectively. Logical, straightforward order. Clearly integrated support. Smooth, logical transitions. Relevant, clear lead and conclusion.	Varied, clear sentence structure. Few significant errors in grammar or word forms. Mostly clear, careful word choice. Appropriate, clear tone. Few errors in spelling, punctuation, or format.	Meets all or nearly all expectations and requirements.
<b>2</b> ✓- Approaches the standard		Shows understanding of text's explicit content but uncertain grasp of text's implied meaning. Main idea is relevant but literal. Uses relevant and specific details with minimal inaccuracies for support. Provides relevant but imprecise context.	Generally clear development of main idea. Sometimes illogical, vague, repetitive, or incomplete order. Awkward, choppy, or inconsistent integration of support. Abrupt transitions. Adequate lead and conclusion.	Repetitive, awkward, or faulty sentence structure at times. Several significant errors in grammar or word forms. Imprecise, awkward, wordy, or inappropriate word choice at times. Vague or generic in tone. Several intrusive errors in spelling, punctuation, or format.	Adequately meets some but not all expectations and requirements.
<b>1</b> - Below the standard		Shows significant misunderstanding of the text. Uses few relevant or specific supporting details. Contains several significant inaccuracies. Lacks clear context for information.	Inconsistent development of main idea. Incomplete, illogical, rambling, or unclear order. Weakly integrated support. Insufficient or unclear transitions. Irrelevant, ineffective, or missing lead and conclusion.	Little sentence variety. Often awkward or faulty sentence structure. Many significant errors in grammar or word forms. Limited or inappropriate word choice. Inconsistent or inappropriate tone. Many intrusive errors in spelling, punctuation, and format.	Fails to meet many or most expectations and requirements.
<b>0</b>		Off topic. Insufficient material on which to judge. Little or no apparent effort.			

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