Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**IB English Rubric for Development of Literary Analysis  
  
Criteria A: Response to the prompt and development of a claim**

* To what extent does the student respond to the prompt and develop a claim?

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| --- | --- |
| Marks | Level Descriptor |
| 0 | The work does not reach a standard described by the description below |
| 1-2 | Writes about the general subject, but not the specific demands of the essay topic; mentions a claim |
| 3-4 | Addresses parts of the essay topic, and refers to language from the prompt in a developed response; provides a debatable claim. |
| 5-6 | Addresses all parts of the essay topic, using language from the prompt; offers original ideas and insights related to the text; offers a fresh, thoughtful, debatable claim; or offers a unique interpretation of the text. |

**Criteria B: Knowledge and Understanding**

* How effectively has the student used the topic and the essay to show knowledge and understanding of the work?

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| --- | --- |
| Marks | Level Descriptor |
| 0 | The work does not reach a standard described by the description below |
| 1-2 | The essay shows some knowledge, but little understanding of the work used for the assignment. |
| 3-4 | The essay shows knowledge and understanding of, and some insight into, the work used for the assignment. |
| 5-6 | The essay shows detailed knowledge and understanding of, and perceptive insight into, the work used for the assignment. |

**Criteria C: Appreciation of the writer’s choices**

* To what extent does the student appreciate how the writer’s choices of language, structure, technique and style shape meaning?

|  |  |
| --- | --- |
| Marks | Level Descriptor |
| 0 | The work does not reach a standard described by the description below |
| 1-2 | There is some mention, but little appreciation, of the ways in which language, structure, technique and style shape meaning. |
| 3-4 | There is adequate appreciation of the ways in which language, structure, technique and style shape meaning. |
| 5-6 | There is excellent appreciation of the ways in which language, structure, technique and style shape meaning. |

**Criteria D: Organization and Development**

* How effectively have the ideas been organized, and how well are references to the works integrated into the development of the ideas?

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| --- | --- |
| Note: The word limit for the essay is 1,200-1,500 words. If the word limit is exceeded, 2 marks will be deducted. | |
| Marks | Level Descriptor |
| 0 | The work does not reach a standard described by the description below |
| 1 | There is some attempt to organize ideas, but little use of examples from the works used. |
| 2 | Ideas are superficially organized and developed, with some integrated examples from the works used. |
| 3 | Ideas are adequately organized and developed, with appropriately integrated examples from the works used. |
| 4 | Ideas are effectively organized and developed, with well-integrated examples from the works used. |
| 5 | Ideas are persuasively organized and developed, with effectively integrated examples from the works used. |

**Criteria E: Language**

* How clear, varied and accurate is the language?
* How appropriate is the choice of register, style and terminology?

|  |  |
| --- | --- |
| Marks | Level Descriptor |
| 0 | The work does not reach a standard described by the description below |
| 1 | Language is rarely clear and appropriate; there are many errors in grammar, vocabulary and sentence construction, and little sense of register and style. |
| 2 | 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 | 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 | 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 | 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. |