

**New York Performance Standards Consortium
Performance Assessment: Literary Analysis**

Student _____

Title/Texts _____

Circle One: Written Oral
Circle One: Teacher External Evaluator

Evaluator (Print name) _____

Overall Holistic Evaluation _____ **Signature** _____ **Date** _____

03/12/2015

Performance Indicators	Outstanding	Good	Competent	Needs Revision
Thesis	Has a clear, compelling argument that is debatable and coherent	Has a clear, coherent argument	Has an implied argument, though may lack focus at times	Has a central idea, but vague, unfocused, and undeveloped
Organization	<ul style="list-style-type: none"> Develops argument logically and persuasively Uses relevant, convincing evidence and quotations that thoroughly support argument Makes explicit and elegant transitions from one idea to next 	<ul style="list-style-type: none"> Develops argument coherently Uses relevant evidence and quotations that support central argument Makes seamless transitions, flows easily from one idea to the next 	<ul style="list-style-type: none"> Has mostly cohesive argument structure Uses mostly relevant evidence and quotations to support central idea Uses transitions but may lack smooth flow from one idea to the next 	<ul style="list-style-type: none"> Unfocused organization Little, irrelevant, or no evidence used Little or no use of transitions
Analysis	<ul style="list-style-type: none"> Provides deep insight and creates meaningful interpretation of texts Elaborates on central argument and meaning of supporting evidence; answers question, So what? Considers author's language, craft, and/or choice of genre Analysis drives discussion of literary elements when relevant 	<ul style="list-style-type: none"> Creates meaningful interpretation of texts Explores central argument and meaning of supporting evidence; answers question, So what? Considers literary elements when relevant 	<ul style="list-style-type: none"> Provides basic interpretation of texts Develops central idea and explains choice of evidence and quotations 	<ul style="list-style-type: none"> Summarizes or uses faulty analysis Little or no interpretation of texts Little or no use of evidence or quotations
Style and Voice	<ul style="list-style-type: none"> Evidence of ambition, passion for subject, or deep curiosity Writer willing to take risks Displays intellectual engagement Creative, clear, and appropriate use of language and word choice 	<ul style="list-style-type: none"> Evidence of a mind at work, grappling with ideas Clear and appropriate use of language and word choice 	<ul style="list-style-type: none"> Communicates ideas clearly Shows some awareness of appropriate language and word choice 	<ul style="list-style-type: none"> Relies on conversational language Little or no evidence of formal or appropriate use of language and word choice
Connections	Makes insightful connection between text and something outside the text: Another work of literature or Historical or cultural context or Biographical context or Film version of text, or Substantial criticism	Makes appropriate connection between text and something outside the text: Another work of literature or Historical or cultural context or Biographical context or Film version of text, or Substantial criticism	Establishes a connection between text and something outside the text: Another work of literature or Historical or cultural context or Biographical context or Film version of text, or Substantial criticism	Inappropriate or no connection between text and something outside the text: .
Conventions (for writing assignment only)	Mechanical and grammatical errors are rare or non-existent; follows accepted conventions of quotations and citations; uses transitions effectively	Few mechanical and grammatical errors; follows accepted conventions of quotations and citations; makes some use of transitions	Some mechanical or grammatical errors but communication is not impaired; demonstrates knowledge of accepted conventions of quotations	Communication is impaired by errors; little or no use of conventions or quotation and citations; shows little awareness of appropriate use of transitions
Presentation (for oral component only)	Communicates ideas clearly in appropriate, sophisticated, and original way to audience; able to respond to questions and expand on ideas; presents complex, accurate, substantive ideas and information clearly	Communicates clearly in appropriate and original way to audience; able to respond to questions and expand somewhat on ideas; presents accurate, substantive ideas and information clearly	Communicates clearly in appropriate way to audience; able to respond accurately to questions; presents some substantive ideas and information accurately	Neither clear nor appropriate presentation to audience; cannot respond well to questions; does not present accurate or substantive ideas or information