

Independent Reading Responsibility
Literary Analysis Project Rubric

Create your own assignment where you incorporate an analysis of what you read. You can get as creative as you would like, and incorporate elements like art, videography, etc. The goal of this assignment is not to summarize, but rather to analyze the text. Note, all projects must include at least 2 strong pieces of text evidence! Get your project idea approved by Mrs. VanA before completing it!

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Project Overview	The reader created a project that may not have been approved by the teacher. This project mostly summarized the text. There is no clear analysis of the text.	The reader created a project that was approved by the teacher. This project is a mix of summary and literary analysis. The student summarized more than analyzed, and did not read with an analytical goal in mind.	The reader created a project that was approved by the teacher. This project is a thoughtful representation of literary analysis. The student read with an analytical goal in mind.	The reader created a clear project that was approved by the teacher. This project is a unique, thoughtful representation of literary analysis. The student clearly read with an analytical goal in mind.
Evidence	The reader included less than 2 pieces of textual evidence. The evidence does not match the analysis, and simply summarizes or confuses the analysis.	The reader included at least 2 pieces of textual evidence to support their analysis of the text. The reader provides evidence that may not be the best evidence to to prove the analysis, and creates an unclear focus.	The reader included 2-4 pieces of textual evidence to support their analysis of the text. The reader cites the best pieces of evidence with a clear focus.	The reader included 2-4 pieces of textual evidence to support their analysis of the text. The reader properly cites the best pieces of evidence with a clear focus.
Analysis	The reader provides a brief, if any commentary of evidence. The commentary lacks clarity, focus, and analysis.	The reader attempts to provide a “think big” analysis of the text. The craft to goal analysis may need further clarification, and the reader gets stuck in rewording evidence and summarizing rather than analyzing the text.	The reader provided a “think big” analysis of the textual evidence. There is a craft to goal analysis with a focuses commentary that develops thinking beyond a summary.	The reader provided a clear “think big” analysis of the textual evidence. There is a clear craft to goal analysis, with thoughtful commentary that extends far beyond summary.
Professionalism	The reader may have turned in an incomplete requirement. The assignment does not meet the requirements or expectations, and includes many grammar crimes.	The reader turned in a completed assignment. The assignment may not meet the requirements and expectations explained, and may include grammar crimes.	The reader turned in a thoughtful analysis of a text. The assignment is handed in on time, and free of grammar crimes.	The reader turned in a thoughtful, complete analysis of an entire text. The assignment is neat, handed in on time, and free of grammar crimes.

