

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

Student _____

Circle one: Written Oral

Title /Texts _____

Circle one: Teacher External Evaluator

Evaluator (Print name) _____

Overall Holistic evaluation

Signature _____ **Date** _____

09/2019

Performance Indicator	Outstanding	Good	Competent	Needs Revision
Organization	<ul style="list-style-type: none"> Generates a clear thesis or central idea that makes a compelling point Uses relevant, convincing evidence and quotations that thoroughly support thesis or central idea Makes explicit and elegant transitions from one idea to next, developing thesis or central idea effortlessly 	<ul style="list-style-type: none"> Generates a clear thesis or central idea that make an interesting point Uses relevant evidence and quotations that support central thesis or central idea Makes seamless transitions, flows easily from one idea to the next, developing thesis or central idea cohesively 	<ul style="list-style-type: none"> Has an identifiable thesis or central idea, though may lack focus at times Uses mostly relevant evidence and quotations to support thesis or central idea Has mostly coherent organization Uses transitions but may lack smooth flow from one idea to the next 	<ul style="list-style-type: none"> Has a central idea, but vague, unfocused, and undeveloped Unfocused organization Insufficient, irrelevant, or no evidence used to support a central idea Few or incorrect use of transitions so ideas do not flow smoothly
Analysis & Interpretation	<ul style="list-style-type: none"> Provides deep insight and creates meaningful interpretation of text(s) Elaborates and extends thesis or central idea and meaning of supporting evidence; answers question, So what? May consider author's language, craft, and/or choice of genre 	<ul style="list-style-type: none"> Creates meaningful interpretation of text(s) Explores thesis or central idea and meaning of supporting evidence; answers question, So what? May consider author's language, craft, and/or choice of genre 	<ul style="list-style-type: none"> Provides basic interpretation of text(s) though somewhat limited exploration of meaning Develops a thesis or central idea and explains choice of evidence and quotations, but has not fully developed their meaning 	<ul style="list-style-type: none"> Limited or no meaningful interpretation of texts Uses faulty analysis or merely summarizes Insufficient or no use of evidence or appropriate quotations
Style and Voice	<ul style="list-style-type: none"> Evidence of passion for subject or deep curiosity Writer willing to take risks Displays intellectual engagement Creative, clear, and appropriate use of language and word choice based on the task 	<ul style="list-style-type: none"> Evidence of a mind at work, grappling with ideas Clear and appropriate use of language and word choice based on the task 	<ul style="list-style-type: none"> Responds to the question asked and communicates ideas clearly Shows some awareness of appropriate language and word choice based on the task 	<ul style="list-style-type: none"> Responds to question asked but lacks clarity Shows little or no evidence of formal or appropriate use of language and word choice
Connections	<ul style="list-style-type: none"> Makes innovative and insightful connection between a text and one of the following: A developed theme <i>or</i> Another work of literature <i>or</i> Historical/cultural context <i>or</i> Biographical context <i>or</i> Film version of text <i>or</i> Substantial criticism <i>or</i> Creative element (e.g., writing of poetry based on poet being analyzed) 	<ul style="list-style-type: none"> Makes insightful connection between text and one of the following: A developed theme <i>or</i> Another work of literature <i>or</i> Historical/cultural context <i>or</i> Biographical context <i>or</i> Film version of text <i>or</i> Substantial criticism <i>or</i> Creative element (e.g., writing a poem based on poet being analyzed) 	<ul style="list-style-type: none"> Establishes some connection between text and one of the following: A developed theme <i>or</i> Another work of literature <i>or</i> Historical or cultural context <i>or</i> Biographical context <i>or</i> Film version of text <i>or</i> Substantial criticism <i>or</i> Creative element (e.g., writing a poem based on poet being analyzed) 	<ul style="list-style-type: none"> Connection is attempted, but it is inappropriate or not relevant to thesis or ideas that are the main focus of the paper
Conventions (for writing assignment only)	<ul style="list-style-type: none"> Mechanical and grammatical errors are rare or non-existent; follows accepted conventions for quotations and citations 	<ul style="list-style-type: none"> Few mechanical or grammatical errors; follows accepted conventions for quotations and citations 	<ul style="list-style-type: none"> Some mechanical or grammatical errors but communication is not impaired; demonstrates knowledge of accepted conventions for quotations 	<ul style="list-style-type: none"> Communication is impaired by errors; little or no use of conventions for quotations and citations
Presentation (for oral component only)	<ul style="list-style-type: none"> Able to respond to questions and expand on ideas during discussion; communicates ideas clearly in appropriate, sophisticated, and original way to audience; presents complex, accurate, substantive ideas and information clearly 	<ul style="list-style-type: none"> Able to respond to questions and expand somewhat on ideas during discussion; communicates clearly in appropriate and original way to audience; presents accurate, substantive ideas and information clearly 	<ul style="list-style-type: none"> Able to respond accurately to questions though may have difficulty expanding on ideas; communicates clearly in appropriate way to audience; presents information accurately 	<ul style="list-style-type: none"> Does not respond well to questions during discussion; unclear or inappropriate presentation to audience; some information presented may be inaccurate

