**Evaluating Student Graphic Organizers and Summaries:**

**Literary Analysis--Character Trait**

**Character Traits**

The student:

\_\_5 concisely stated insightful and relevant character traits

\_\_4 included accurate and relevant character traits

\_\_3 included accurate character trait that addressed superficial character traits

\_\_2 included inaccurate and/or irrelevant character traits

\_\_1 did not include character traits

**Relevant Details/Examples**

The student:

\_\_5 concisely stated significant, insightful, and relevant details/examples

\_\_4 concisely included significant relevant details/examples

\_\_3 included some relevant details/examples

\_\_2 omitted most relevant details/examples

\_\_1 did not include relevant details/examples

**Organization of Ideas**

The student:

\_\_5 used a logical organizational scheme to precisely present character traits and related them to supportive details

\_\_4 used a logical organizational scheme to present character traits and related them to some supportive details

\_\_3 used a logical organizational scheme inconsistently, presented character traits and supportive details are somewhat unclear or inaccurate

\_\_2 attempted to use an organizational scheme, the relationship of the character traits to supportive details is not apparent

\_\_1 did not use any logical organizational scheme and there is no clear presentation of character traits and supportive details

**Evaluating Student Graphic Organizers and Summaries:**

**Literary Analysis--Plot**

**Plot**

\_\_5 included all significant steps/phases of the plot

\_\_4 included most of the significant steps/phases of the plot

\_\_3 included some steps/phases of the plot

\_\_2 omitted most steps/phases of the plot

\_\_1 included no steps/phases of the plot

# Relevant Details/Examples

The student:

\_\_5 concisely stated significant, insightful, and relevant details/examples

\_\_4 concisely included significant relevant details/examples

\_\_3 included some relevant details/examples

\_\_2 omitted most relevant details/examples

\_\_1 included no relevant details/examples

# Organization of Ideas

The student:

\_\_5 used a logical organizational scheme to connect all steps/phases of the plot to supportive details

\_\_4 used a logical organizational scheme to connect most steps/phases of the plot to supportive details

\_\_3 used a logical organizational scheme inconsistently, and some steps/phases of the plot to supportive details

\_\_2 attempted to use a logical organizational scheme, but many of the supportive details are not connected to plot or supportive details

\_\_1 did not use any logical organizational scheme and there is no connection of steps/phases of the plot to supportive details

**Evaluating Student Graphic Organizers and Summaries:**

**Literary Analysis--Setting**

**Setting**

The student:

\_\_5 concisely stated insightful and relevant characteristics of the setting (e.g., time and place)

\_\_4 included accurate and relevant characteristics of the setting (e.g., time and place)

\_\_3 included only superficial characteristics of the setting (e.g., time and place)

\_\_2 included inaccurate and/or irrelevant characteristics of the setting (e.g., time and place)

\_\_1 did not include a statement of list of characteristics related to setting (e.g., time and place)

**Relevant Details/Examples**

The student:

\_\_5 concisely stated significant, insightful, and relevant details/examples

\_\_4 concisely included significant relevant details/examples

\_\_3 included some relevant details/examples

\_\_2 omitted most relevant details/examples

\_\_1 did not include relevant details/examples

**Organization of Ideas**

The student:

\_\_5 used a logical organizational scheme to precisely present characteristics of the setting (e.g., time and place)

\_\_4 used a logical organizational scheme to sufficiently present characteristics of the setting (e.g., time and place)

\_\_3 used a logical organizational scheme inconsistently and characteristics of the setting (e.g., time and place) are somewhat unclear or inaccurate

\_\_2 attempted to use an organizational scheme, but almost no characteristics of the setting (e.g., time and place) are apparent

\_\_1 did not use any logical organizational scheme to illustrate the characteristics of the setting (e.g., time and place) and relate them to supportive details

**Evaluating Student Graphic Organizers and Summaries:**

**Literary Analysis--Conflict**

**Conflict**

The student:

\_\_5 concisely stated insightful and relevant characteristics and type of conflict (e.g., person vs. person, person vs. self, person vs. supernatural, person vs. nature, person vs. fate/God, person vs. society, person vs. technology)

\_\_4 included accurate and relevant characteristics and type of conflict (e.g., person vs. person, person vs. self, person vs. supernatural, person vs. nature, person vs. fate/God, person vs. society, person vs. technology)

\_\_3 included only superficial relevant characteristics and type of conflict (e.g., person vs. person, person vs. self, person vs. supernatural, person vs. nature, person vs. fate/God, person vs. society, person vs. technology)

\_\_2 included inaccurate and/or irrelevant relevant characteristics and type of conflict (e.g., person vs. person, person vs. self, person vs. supernatural, person vs. nature, person vs. fate/God, person vs. society, person vs. technology)

\_\_1 did not include characteristics and type of conflict (e.g., person vs. person, person vs. self, person vs. supernatural, person vs. nature, person vs. fate/God, person vs. society, person vs. technology)

**Relevant Details/Examples**

The student:

\_\_5 concisely stated significant, insightful, and relevant details/examples

\_\_4 concisely included significant relevant details/examples

\_\_3 included some relevant details/examples

\_\_2 omitted most relevant details/examples

\_\_1 did not include relevant details/examples

**Organization of Ideas**

The student:

\_\_5 used a logical organizational scheme to precisely present characteristics of the setting (e.g., time and place) with a strong connection to supportive details

\_\_4 used a logical organizational scheme to sufficiently present characteristics of the setting (e.g., time and place) and demonstrated a relationship to the supportive details

\_\_3 used a logical organizational scheme inconsistently and characteristics of the setting (e.g., time and place) is somewhat unclear or inaccurate

\_\_2 attempted to use an organizational scheme, but almost no characteristics of the setting (e.g., time and place) is apparent

\_\_1 did not use any logical organizational scheme to illustrate the characteristics of the setting (e.g., time and place)

Evaluating Student Graphic Organizers and Summaries:

Literary Analysis-Theme

Theme

The student:

\_\_5 included a concise, insightful, and relevant statement about the theme

\_\_4 included an accurate and relevant statement about the theme

\_\_3 included a main idea that addressed only a portion or less significant part of about the theme

\_\_2 did not include an accurate statement about the theme

\_\_1 did not include a statement about the theme

# Relevant Details/Examples

The student:

\_\_5 concisely stated significant, insightful, and relevant details/examples

\_\_4 concisely included significant relevant details/examples

\_\_3 included some relevant details/examples

\_\_2 omitted most relevant details/examples

\_\_1 did not include relevant details/examples

# Organization of Ideas

The student:

\_\_5 used a logical organizational scheme to connect all significant aspects of theme to supportive details

\_\_4 used a logical organizational scheme to connect most significant aspects of theme to supportive details

\_\_3 used a logical organizational scheme inconsistently, and significant aspects of theme are not connected to supportive details

\_\_2 attempted to use a logical organizational scheme, but many of the aspects of theme are not are not connected to supportive details

\_\_1 did not use any logical organizational scheme and there is no connection of the theme to supportive details