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|  | A **Understanding of the text** | B **Understanding of the use and effects of stylistic features** | C  **Organization and development** | D **Language** |
| 0 | The work does not reach a standard described by the descriptors below | The work does not reach a standard described by the descriptors below | The work does not reach a standard described by the descriptors below | The work does not reach a standard described by the descriptors below |
| 1 | There is little understanding of the text and context; comments are not supported by references to the text. | There is little awareness or understanding of the use of stylistic features. | Little organization is apparent, with reliance on paraphrase and summary rather than analysis. | Language is rarely clear and appropriate; there are many errors in grammar, vocabulary and sentence construction and little sense of register and style. |
| 2 | There is some understanding of the text and context; comments are sometimes supported by references to the text. | There is some awareness and understanding of the use of stylistic features. | Some organization is apparent; the analysis has some coherence but may contain elements of paraphrase, summary and simple explanation. There is little development of the argument. | 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 | There is adequate understanding of the text and context; comments are mostly supported by references to the text. | There is adequate awareness of the use of stylistic features, with some understanding of their effects. | The analysis is adequately organized in a generally coherent manner. There is some development of the argument. | 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 | There is good understanding of the text and context; comments are consistently supported by references to the text. | There is good awareness of the use of stylistic features, with adequate understanding of their effects. | The analysis is well organized and mostly coherent. The argument is adequately developed. | 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 | There is very good understanding of the text and context; perceptive comments are supported by consistently well-chosen references to the text. | There is very good awareness of the use of stylistic features, with good understanding of their effects. | The analysis is effectively organized and coherent. The argument is well developed. | 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. | |

Textual Analysis (SL) Rubric