|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Exemplary | Proficient | Basic | Needs Work | Missing |
| Thesis Statement/ Intro Intro includes hook and brief summary. Thesis includes an arguable theme, expressing the author’s opinion about a topic present in the story, and is clear and concise. The thesis details the evidence to be explored.  | 5 | 4 | 3 | 2 | 1-0 |
| Context The short story’s context is included. It is accurate and relevant to the analysis. SOAPS is considered in the detailing of context.  | 5 | 4 | 3 | 2 | 1-0 |
| Literary Element #1The paragraph includes MEAL components. The paragraph analyzes literary device to show how it conveys theme. The analysis is relevant and proves the thesis. | 5 | 4 | 3 | 2 | 1-0 |
| Literary Element #2The paragraph includes MEAL components. The paragraph analyzes literary device to show how it conveys theme. The analysis is relevant and proves the thesis. | 5 | 4 | 3 | 2 | 1-0 |
| Literary Element #3The paragraph includes MEAL components. The paragraph analyzes literary device to show how it conveys theme. The analysis is relevant and proves the thesis. | 5 | 4 | 3 | 2 | 1-0 |
| Tone Analysis (DIDLS)The paragraph includes MEAL components. The paragraph analyzes **Tone** to show how it conveys theme. The analysis includes components from DIDLS to help prove the thesis. | 5 | 4 | 3 | 2 | 1-0 |
| MLA FormattingAll evidence is formatted according to MLA citation requirements. | 3 |  | 2 |  | 1-0 |
| Mechanics/AppearanceGrammar, punctuation, syntax and spelling are **flawless**. Students took great care to present in a colorful, creative and interesting way | 5 | 4 | 3 | 2 | 1-0 |

**Literary Analysis Group Poster Project Rubric**

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