**Sonnet Analysis Rubric 0=No Evidence**

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| **4 [Exceeds]** | **3 [Meets]** | **2 [Approaches]** | **1 [Falls Below]** |
| **Marking the text**   * Correctly scans for iambic pentameter in the first **two** lines. Labels the **three quatrains** and couplet. Correctly labels the **rhyme scheme** (Use ABAB, etc.) Makes **extensive** comments, annotations, summarizes each section, defines vocabulary. | * Correctly scans for iambic pentameter in the first **two** lines. Labels the **three quatrains** and couplet. Correctly labels the **rhyme scheme** (Use ABAB, etc.) Comments, summary, and annotations may be less extensive than a (4). | * Scanning is incomplete or contains **more than 1-2 errors**. Comments, summary, annotations, and definitions are incomplete and show little engagement with the text. | * Little to no attempt to mark the text. Tutoring recommended. |
| **Statement of thesis**   * Statement of thesis is a complete sentence and shows exceptional insight into the emotion and meaning of the sonnet. | * Statement of thesis is a complete sentence and shows insight into the emotion and meaning of the sonnet, though perhaps without the uniqueness and flair of a (4). | * Statement of thesis is functional. It may or not be a complete sentence. May attempt to show some insight into the emotion or meaning, though perhaps unsuccessfully or incompletely. | * Very limited, if any attempt to develop a thesis statement. Tutoring recommended. |
| **Analysis of literary devices**   * Presents frequent and insightful analysis of all **3 quatrains** and **couplet**. Discusses and gives evidence of no fewer than **3 literary devices**. Fully explains how these devices develop the sonnet. | * Presents adequate analysis of all **3 quatrains** and **couplet**. Discusses and gives evidence of no fewer than **3 literary devices**. Adequately explains how these devices develop the sonnet. | * Analysis is missing 1-2 elements. Does not discuss all three quatrains and the couplet **OR** does not address 3 literary devices. | * Little to no attempt to analyze the sonnet. Does not address literary devices. Tutoring recommended. |
| **Conventions: grammar/spelling/punctuation**   * Mini-analysis is highly effective! * Conventions used for effect! * A true Bard! | * Mini-analysis is effective. Adequately uses: spelling, punctuation, grammar. | * Mini-analysis is lacking in effectiveness. Grammar, spelling, punctuation, capitalization need practice. | * Little attempt at correct conventions. Tutoring recommended |