

Mason Core Rubric for Evaluating Student Work in Literature Courses

This rubric was developed by a team of faculty experts to evaluate student work for the Mason Core learning outcomes in Literature. For more information about the learning outcomes and approved courses, <https://masoncore.gmu.edu/literature-2/>

How to use this rubric: This rubric is designed to evaluate student performance on four learning outcomes, with four increasingly sophisticated performance descriptors for each outcome. This rubric can be used with many types of written work. Most student work will not show evidence of all outcomes; in this case, an additional category for “no evidence” should be made available.

Student Learning Outcomes	Level of Performance			
	Capstone	Advanced Milestone	Emerging Milestone	Benchmark
Read for Comprehension	Use the text, general background knowledge, and/or specific knowledge to draw more complex inferences about the message of the text	Examine text for perspectives or issues beyond the text’s explicit message (e.g. might recognize broader issues at play, or might pose challenges to the text’s message and presentation)	Understand how textual features (e.g. sentence and paragraph structure or tone) contribute to the text’s message; draw basic inferences about purpose of the text	Demonstrate understanding of vocabulary appropriate to paraphrase or summarize the information the text communicates
Literary Analysis	Articulate advanced knowledge and insight of literary aspects (structure, genre, style, language, and/or literary devices) to build connections and complex interpretations of text(s)	Connect literary aspects (structure, genre, style, language, and/or literary devices) to provide advanced interpretation of text(s)	Connect literary aspects (structure, genre, style, language, and/or literary devices) to provide basic interpretation of text(s)	Identify literary aspects (structure, genre, style, language, and/or literary devices) in an attempt to interpret text(s)
Context(s)	Present a convincing argument about the relationship between the literary text and the synthesis of social, political, historical, and cultural contexts	Present an argument about the relationship between the literary text and the social, historical, and cultural contexts	Attempt to build connections between the literary text and the social, historical, and cultural context	Demonstrate emerging awareness of the contribution of social, political, historical, and cultural contexts to literary text
Critical Writing	Presents compelling evidence, complex argument, cohesive writing, and independent voice about text(s) so as to participate in a disciplinary conversation	Presents meaningful evidence, strong argument, and cohesive writing about text(s)	Presents evidence and convincing argument about text(s)	Presents limited evidence and basic argument about text(s)