### Ability to interpret texts, including identifying figurative language, reading and using scholarly and theoretical works, and evaluating critical arguments and constructing alternative positions.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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<tbody>
<tr>
<td>1.0</td>
<td>Inadequate</td>
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<tr>
<td>2.0</td>
<td>Poor</td>
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<tr>
<td>3.0</td>
<td>Fair</td>
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<tr>
<td>4.0</td>
<td>Good</td>
</tr>
<tr>
<td>5.0</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

Many of the essays do not include interpretative claims. The student shows very limited facility with analyzing literary works and applying theory, and the essays do not or rarely consider alternative readings.

The interpretive claims in the essays repeatedly lack direct textual support. Many paragraphs are more descriptive than analytical. The student may have included some alternative readings, but the essays do not consistently demonstrate an understanding of the texts' meanings, conventions, or implications.

The interpretive claims in the essays repeatedly lack direct textual support. Many of the paragraphs are less descriptive than analytical. The student may have included some alternative readings, but the essays do not or rarely consider alternative readings.

The essays are well-focused, and the individual interpretative claims are taut. But some of the essays overlook the complexity of the texts under discussion and often do not contain sustained analyses. In places, the student resorts to plot summary or overly broad generalizations, and/or does not adequately adduce evidence to support the essay's claims.

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The essays include a thoughtful albeit limited engagement with the texts. The student addresses the texts' complexity and subtlety, but in some places the implications of the ideas or observations should be more fully explored. In places, the student has used theory, prosody, and/or research to enhance or support the essays' interpretations, but not all of these applications are clear or well developed.

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Criterion: Ability to interpret texts, including identifying figurative language, reading and using scholarly and theoretical works, and evaluating critical arguments and constructing alternative positions.

No linked outcomes.

Criterion: Ability to use basic elements of writing, such as grammar, punctuation, diction, syntax, and organization

No linked outcomes.

Criterion: Imaginative understanding of and engagement with the world of a literary text

No linked outcomes.