

# Senior Exit Portfolio - Literature Concentration

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<p><b>1.0</b>  <b>Ability to interpret texts, including identifying figurative language, reading and using scholarly and theoretical works, and evaluating critical arguments and constructing alternative positions.</b> </p> <p><i>No Description</i></p>	<p><b>1.0 Inadequate</b></p> <p>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.</p>	<p><b>2.0 Poor</b></p> <p>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.</p>	<p><b>3.0 Fair</b></p> <p>The essays are well-focused, and the individual interpretive claims are lucid. 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 essays' claims.</p>	<p><b>4.0 Good</b></p> <p>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.</p>	<p><b>5.0 Excellent</b></p> <p>The essays consistently include fully developed, original analyses. The student demonstrates an understanding of the texts' complexity and subtlety. The essays effectively respond to secondary criticism, intelligently discuss genre, deftly apply literary theory, and/or offer nuanced interpretations of a text's diction, syntax, and/or prosody.</p>
<p><b>1.0</b>  <b>Ability to use basic elements of writing, such as grammar, punctuation, diction, syntax, and organization</b> </p> <p><i>No Description</i></p>	<p><b>1.0 Inadequate</b></p> <p>The essays are consistently unclear, the ideas are disorganized, and the prose regularly suffers from distracting grammatical errors. Many of the sentences are needlessly choppy or long-winded, and/or the diction is frequently unidiomatic.</p>	<p><b>2.0 Poor</b></p> <p>The essays contain major grammatical errors, and many ideas or paragraphs are confusing or unclear.</p>	<p><b>3.0 Fair</b></p> <p>The essays have some obvious grammatical errors, most of which are minor. The essays' organization seems rigidly formulaic, and in many places transitions are missing. The essays also contain many awkward expressions and/or poorly structured sentences.</p>	<p><b>4.0 Good</b></p> <p>The essays are generally well organized and carefully written, and they are mostly free of grammatical errors. In places, though, the prose lacks clarity, and/or the student uses awkward or wordy expressions.</p>	<p><b>5.0 Excellent</b></p> <p>The essays are highly polished and, in places, eloquent. The student consistently uses precise diction, smooth transitions, and correct grammar. Many of the sentences are thoughtfully patterned, accurately reflecting the student's intended emphasis.</p>
	<p><b>1.0 Inadequate</b></p>	<p><b>2.0 Poor</b></p>	<p><b>3.0 Fair</b></p>	<p><b>4.0 Good</b></p>	<p><b>5.0 Excellent</b></p>

<p><b>1.0</b>  <b>Imaginative understanding of and engagement with the world of a literary text</b> </p> <p><i>No Description</i></p>	<p>The essays do not engage with a text's historical, biographical, and/or literary contexts, or the essays engage with inaccurate and/or irrelevant contextual details.</p>	<p>The essays rarely engage with a text's historical, biographical, and/or literary contexts. This research is presented ineffectively and is not accurately documented. Some of the essays are marred by hasty generalizations, and/or contextual details are presented as mere background information.</p>	<p>The student has attempted to address a text's historical, biographical, and/or literary contexts but still lacks sufficient skill as a researcher and/or struggles to demonstrate the relevance of the contextual details that are included.</p>	<p>The essays contain some thoughtful gestures toward a text's historical, biographical, and/or literary context, but the engagement here remains limited, and/or the student has not sufficiently supported and documented some of the essay's contextual claims.</p>	<p>The essays repeatedly and effectively engage with a text's historical, biographical, and/or literary contexts to bolster the analyses and arguments. The essays demonstrate the student's ability to conduct and apply research and to consider the dialectical relation between text and context.</p>
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## Outcomes Linked to Criteria

**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.