

Sample Hypertext Literary Analysis Rubric

	Below Basic	Basic	Proficient	Advanced
Quality of Analysis and Support				
Analysis	Analysis reveals significant misreading of the passage. OR Surface-level summary and paraphrase take the place of analysis.	Analysis offers a less plausible or surface-level interpretation of the passage. Analysis only addresses one meaning or layer of meaning within the passage.	Analysis (both written and multimodal) offers a plausible, thoughtful interpretation of the passage. Analysis may implicitly address complex or multiple meanings within the passage.	Analysis (both written and multimodal) offers a compelling, perceptive, and sophisticated interpretation of the passage. Analysis explicitly acknowledges complex or multiple meanings within the passage.
Textual Support	Textual support is vague, missing, or unconnected to analysis.	Analysis is not adequately supported by textual detail or may fail to address specific literary devices or rhetorical strategies. Textual references and intertextual connections are unclear or illogical.	Analysis is connected to textual detail and literary devices or rhetorical strategies present in the passage. Textual references and intertextual connections are clear and appropriate.	Analysis is clearly and explicitly connected to textual detail and literary devices or rhetorical strategies present in the passage. Textual references and intertextual connections are apt and specific.
Use of Multiple Modes				
	Nontext modes are present but function primarily as decoration rather than a means to analyze and respond to the passage.	One nontext mode is used as a means to analyze and respond to the passage. OR Two or more nontext modes are present but are only partially used as a means to analyze and respond to the passage.	Two or more nontext modes are used as a means to analyze and respond to the passage.	Two or more nontext modes (visuals, sound, layout, video, color, and so on) are used as a means to analyze and respond to the passage. Nontext modes are used in an equal or greater proportion than text and serve as a primary vehicle for analysis or response.

Originality of Media				
	Found or purchased media are used without significant alteration, editing, or combination.	One or two slides contain original work, including images, sound, video, and so on (this includes both original art work and creatively altered, edited, or combined media).	Some slides contain original work, including images, sound, video, and so on (this includes both original art work and creatively altered, edited, or combined media).	Most slides contain original work, including images, sound, video, and so on (this includes both original art work and creatively altered, edited, or combined media).
Design				
Thoughtful Use of Individual Design Elements	Design elements appear unconnected or inappropriate to the passage or your analysis of the passage.	Some design elements clearly connect to the passage and support your analysis of the passage.	Many design elements clearly connect to the passage and support your analysis of the passage (evident in both the visual appearance of the hypertext and, where necessary, in your verbal and written explanations of design choices, including background colors and images, fonts for text and titles, layouts, animations and transitions, graphics or images, and sound).	Most design elements clearly connect to the passage and support your analysis of the passage (evident in both the visual appearance of the hypertext and, where necessary, in your verbal and written explanations of design choices, including background colors and images, fonts for text and titles, layouts, animations and transitions, graphics or images, and sound).
Cohesiveness	Design elements are incoherent or develop a tone that is inappropriate to the analysis of the passage.	Some design elements work together to organize information and develop a tone that is connected to analysis of the passage.	Many design elements work together to organize information and to develop a consistent tone that supports and aligns with analysis of the passage.	Nearly all design elements work together both to organize information and to develop a strong and consistent tone that supports and strengthens analysis of the passage.

Structure				
Organization and Relationships Among Ideas	Hyperlinks are only used to progress through the slideshow in a traditional, linear fashion. OR Links are used nonlinearly, but there is no clear rationale or apparent structure to how slides are linked.	Relationship among linked slides is somewhat unclear. OR Hyperlinks are used somewhat randomly, with little attention to relationships among features in the passage or ideas in your own analysis.	Most hyperlinks create connections among slides that are clearly related, either through a common theme or topic or in a logical sequence from one theme or topic to another. Most links are used in a nonlinear but logical structure that emphasizes relationships among features in the passage or ideas in your own analysis.	Nearly all hyperlinks create connections among slides that are clearly related, either through a common theme or topic or in a logical sequence from one theme or topic to another. Nearly all links are used in a nonlinear but logical structure that emphasizes relationships among features in the passage or ideas in your own analysis.
User-Friendliness and Clarity of Structure	Links are confusing or distracting for the reader. OR Hypertext contains an accumulation of dead ends or circular paths that severely hinder reader navigation.	Links may function solely to move the reader through one or two possible paths without much engagement or variation. Some dead ends or confusing paths may hinder the reader's navigation.	Links lead the reader through the hypertext smoothly. There are few dead ends, and the reader can navigate through most slides intuitively.	Links promote reader engagement and varied movement through the hypertext. There are few dead ends for the reader, and the reader can navigate through all slides intuitively.
Synthesis				
Depth and Connection to Analysis	Theme statement shows significant misreading of the text or is unconnected to the analysis work completed on other slides. Theme statement is unconnected to the novel as a whole.	Theme statement is somewhat implausible or surface-level and may not be clearly connected to the analysis work completed on other slides. Theme statement only addresses the selected passage and does not clearly connect to the novel as a whole.	Theme statement is plausible and thoughtful, and it follows logically from the analysis work completed in other slides. Theme statement is plausibly connected to the novel as a whole, not just the selected passage.	Theme statement is persuasive and insightful, and it follows logically and clearly from the analysis work completed in the other slides. Theme statement helps illuminate a greater meaning in the novel as a whole, not just the selected passage.

Support From Nontext Mode	Relationship between statement and nontext mode is unclear or illogical.	Relationship between nontext mode and theme statement is somewhat vague or unclear.	Nontext mode on this slide is clearly connected to the theme statement.	Nontext mode on this slide deepens and clearly supports the theme statement.
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Grammar and Mechanics

	Understanding of text is significantly hindered by serious grammatical, editing, or proofreading errors.	Text contains a noticeable accumulation of minor grammatical or mechanical errors. OR Text contains some major grammatical or mechanical errors that distract from or interfere with meaning.	Some minor grammatical or mechanical errors are evident in the text but do not distract from or interfere with understanding.	Text has few, if any, grammatical or mechanical errors.
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