

LITERARY ANALYSIS ESSAY RUBRIC

Name:		Assignment:	
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Reading 10.1 & 10.2 (also Writing 10.1 and 10.9)

50	70	92	100
Writer provides no or very little textual evidence to support an analysis of theme that may be illogical or inaccurate.	Writer provides some textual evidence but may not clearly support an analysis of theme, or argument may be weak or simplistic.	<i>Writer provides strong and thorough textual evidence to support analysis of theme based on what the text says explicitly as well as inferences drawn from the text.</i>	Writer provides abundant and convincing evidence to support an involved analysis of theme based on what the text says explicitly as well as inferences drawn from the text.

Writing 10.4

50	70	92	100
Writer produces writing that contains serious flaws in the development, organization, or flow of ideas.	Writer produces writing that is generally clear and coherent but may have lapses in development, organization, or flow of ideas	<i>Writer produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i>	Writer produces clear and coherent writing employing well-developed ideas, high-level organization, and well-chosen transitional devices.

Language 10.1 & 10.2

50	70	92	100
Writer demonstrates little command of the conventions of standard English producing writing that contains pervasive errors that interfere with clarity of ideas.	Writer demonstrates a developing command of the conventions of standard English producing writing that contains an accumulation of errors that may interfere somewhat with clarity of ideas.	<i>Writer demonstrates command of the conventions of standard English producing writing that contains relatively few errors that do not interfere with clarity of ideas.</i>	Writer demonstrates clear and consistent command of the conventions of standard English producing writing that is generally free of most errors.

Writing 10.5

50	70	92	100
Drafts provide little or no evidence of revision	Provides evidence of some revision addressing either conventions or content; some errors may not be addressed	Provides evidence of sufficient revisions addressing both conventions and content; a few errors may not be addressed	Provides evidence of extensive revision addressing both conventions and content; all errors have been addressed

Revision Guide

1 = does not meet or almost never achieves description	2 = partially meets or only sometimes achieves description	3 = meets or almost always achieves description	4 = exceeds or achieves description in parentheses
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Reading

	1: Do you have a clear and relevant thesis ? Does it accurately answer the prompt? Does it accurately reflect the ideas in your essay? (Is your theme complex and thought-provoking?)
	2: Do you have clear main ideas ? Do your main ideas support your thesis? Do they reflect an accurate understanding of the text? (Do you have multiple main ideas that interact and build off each other to produce a more complex argument?)
	3: Do you offer multiple pieces of evidence to support your main ideas? Do you avoid unnecessary plot summary? (Do you provide abundant evidence? Do you use the most convincing evidence?)
	4: Do you provide enough direct textual support in the form of quotes ? Are your quotes well-chosen? Do you avoid using quotes that are too lengthy? (Have you found and used brief quotes that offer the strongest support for your ideas?)
	5: Do you make inferences about the meaning of the text? (Do you go beyond the literal level and think symbolically to make inferences about the meanings of the texts?)

Writing

	1: Do you provide a clear structure for your ideas? Does your essay contain effective introduction, body, and a conclusion paragraphs? Are your ideas presented in a logical sequence? (Does your structure demonstrate a higher level of complexity through synthesis of ideas?)
	2: Does each body paragraph begin with a clear topic sentence that states the main idea of the paragraph and relates to the thesis? Does each body paragraph end with an appropriate conclusion? (Do your topic sentences and conclusions express clear connections and transitions to what came before and what comes after?)
	3: Do your ideas demonstrate coherence and balance ? Do you avoid discussing ideas that are not relevant to your thesis? Do you avoid plot summary? Do you balance general idea analysis with supporting details? (Do all your ideas work together and build off one another in continuously developing argument?)
	4: Do you use appropriate transitions to move between ideas? Do your transitions clearly express the relationships that exist between your ideas? (Do you use a variety of transitions?)
	5: Do you use proper quote integration ? Are quotes joined with your own words in correctly structured sentences? Are your quotes properly cited? (Are your quotes fully integrated so that they flow smoothly and seamlessly with your own words and sentences?)

Language

	1: Does the intended meaning of your sentences come across clearly? (Do you clearly convey not only intended meanings but also a unique tone and voice?)
	2: Do you use the correct choice of words and phrases to express your ideas and do you spell them correctly? (Do you use higher level and formal vocabulary correctly?)
	3: Do you correctly use a variety of simple, compound, and complex sentence structures rather than fragments or run-ons? (Do you avoid errors with parallelism, misplaced modifiers, dangling modifiers, etc.?)
	4: Do you use the correct punctuation ? Do you use periods and commas correctly? (Do you use semi-colons and/or colons correctly?)
	5: Do you use proper agreement between subjects and verbs? Between pronouns and antecedents? Do you use the correct pronoun case ? Do you use the correct verb tense ? Do you use correct capitalization ? Do you conform to all other conventions of English?