

## Analysis Essay Rubric - English 1

	4	3	2	1
<b>Introduction</b> ___/4	The introduction is engaging, states the main topic and creates a focus for the paper. Hook and bridge are concise. The hook gets the readers' attention in a unique way. The bridge provides a sophisticated link between the hook and the claim.	The introduction states the main topic and creates a focus for the paper. There is an adequate hook and a bridge that effectively connects the hook to the claim.	The introduction states the main topic. There is a hook and a bridge; however, the link between the hook and claim is not effective. The hook or bridge may be too short or too long to be effective.	There is no clear introduction or main topic. Hook and/or bridge may be missing. If present, there is no clear connection to the claim.
<b>Claim</b> ___/4	Student crafts clear and precise claim that demonstrates deep/complex understanding by drawing inferences from the text.	Student crafts clear and precise claim that demonstrates an understanding of the text.	Student crafts inaccurate or unsupported claim.  Student crafts a poorly phrased claim.	Student is not able to craft a claim and/or the claim is unclear. Student crafts a claim that is not related to the text.
<b>Evidence</b> ___/8	Student supports claim with at least two concrete details in each body paragraph, including at least one effectively integrated direct quote, that demonstrate deep/complex understanding by drawing inferences from the text.	Student supports claim with at least one concrete detail and one integrated direct quotation per body paragraph that show understanding of the character(s).	Student supports claim with vague or irrelevant details/quotes. Details are surface-level retelling or summary of the story. Student may also support claim with two concrete details, and no direct quotations, or direct quotations may be unclear/unreferenced.	Student does not support claim with details from the text.  Details from the text may be used but do not support the claim.
<b>Analysis/ Commentary</b> ___/8	Student develops a thoughtful and well-founded interpretation of the text, addressing the textual complexities that strongly support the claim.	Student develops a reasonable interpretation that addresses textual complexities that support the claim.	Student presents an obvious interpretation that may recognize textual complexities. Analysis may be implicit and simply restate the evidence. The evidence provided does not fully support the claim.	Student presents a limited or simplistic interpretation. There may be some misreading of the text. Student may just restate the evidence or not address the claim.
<b>Organization</b> ___/8	Body paragraphs have a structure and organization that is carefully crafted to support the claim. The text strategically uses words, phrases, and clauses to link the major sections of the text.	Body paragraphs have a structure and organization that is aligned with the claim. The text uses words, phrases, and clauses to link the major sections of the text.	Body paragraphs attempt a structure and organization to support the position The text contains limited words, phrases, and clauses to link the major sections of the text.	Body paragraphs have limited structure and organization. The text contains few, if any, words, phrases and clauses to link the major sections of the text.
<b>Conclusion</b> ___/4	The conclusion is engaging and effective, reflects on implication of claim, and provides a sense of completion.	The conclusion is effective and reflects on implication of claim.	The conclusion merely restates the claim or repeats the introduction.	Incomplete, unfocused, or absent conclusion.
<b>Sentence Structure/ Fluency</b>	Varies sentence structure. Very few comma splices, run-ons, or	Varies sentence structure. Fewer than 3 fragments, comma splices,	Does not vary sentence structure. Some fragments, comma splices,	Considerable fragments, comma splices, or run-ons.

<b>___/4</b>	fragments. Communicates ideas with a high degree of clarity and effectiveness.	or run-ons. Communicates ideas with considerable clarity and effectiveness.	or run-ons. Communicates ideas with some clarity and effectiveness.	Communicates ideas with limited clarity and effectiveness.
<b>Language/ Word Choice</b>  <b>___/4</b>	The text presents an engaging, formal, and objective tone and uses sophisticated language and topic-specific vocabulary to manage the complexity of the topic.	The text presents an appropriate formal, objective tone and uses relevant language and topic-specific vocabulary to manage the complexity of the topic.	The text illustrates a limited awareness of formal tone. The text inconsistently uses language that is either too casual/informal or too complex for audience/topic.	The text illustrates a limited awareness or inconsistent tone. The text often uses casual/informal word choice. Words are used incorrectly.
<b>Grammar/ Mechanics</b>  <b>___/8</b>	The text intentionally uses standard English conventions of usage and mechanics. There are only 1-2 errors.	The text demonstrates standard English conventions of usage and mechanics. Some errors are present; however, they do not impede understanding of text.	The text demonstrates some accuracy in standard English conventions of usage and mechanics. Inaccuracies sometimes impede understanding of text.	The text illustrates inaccuracy in standard English conventions of usage and mechanics. Inaccuracies impede understanding of text and make it difficult to read.
<b>MLA Citations</b>  <b>___/4</b>	Student uses quotations with correctly formatted in-text citations.	Student properly formats all in-text citations used, with a minimal error such as a misplaced period.	Student has necessary elements for proper citation, but order of elements is incorrect, or punctuation is consistently incorrect.	Student does not cite quotation correctly and is missing elements to do so.
<b>MLA Format</b>  <b>___/4</b>	Paper is properly structured in MLA format with no errors.  <input type="checkbox"/> Page Numbers <input type="checkbox"/> Properly formatted header including date <input type="checkbox"/> Page margins <input type="checkbox"/> 12 pt. Times New Roman font <input type="checkbox"/> Double-spaced <input type="checkbox"/> No extra space between paragraphs	Paper is properly structured in MLA format with the exception of one error.  <input type="checkbox"/> Page Numbers <input type="checkbox"/> Properly formatted header including date <input type="checkbox"/> Page margins <input type="checkbox"/> 12 pt. Times New Roman font <input type="checkbox"/> Double-spaced <input type="checkbox"/> No extra space between paragraphs	Paper has some proper structure with the exception of two errors.  <input type="checkbox"/> Page Numbers <input type="checkbox"/> Properly formatted header including date <input type="checkbox"/> Page margins <input type="checkbox"/> 12 pt. Times New Roman font <input type="checkbox"/> Double-spaced <input type="checkbox"/> No extra space between paragraphs	Paper contains more than two errors in MLA format.  <input type="checkbox"/> Page Numbers <input type="checkbox"/> Properly formatted header including date <input type="checkbox"/> Page margins <input type="checkbox"/> 12 pt. Times New Roman font <input type="checkbox"/> Double-spaced <input type="checkbox"/> No extra space between paragraphs

Name: \_\_\_\_\_

\_\_\_\_\_/60 = \_\_\_\_%

**Setting Goals:**

Content Goal - \_\_\_\_\_

Grammar Goal - \_\_\_\_\_