

|                       | Analysis Essay Rubric                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                              |
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| Score                 | 4<br>EXCEEDS                                                                                                                                                                                                                                                                                                                                                                                                            | 3<br>MEETS                                                                                                                                                                                                                                                                                                                                    | 2<br>APPROACHES                                                                                                                                                                                                                                                                                                                     | 1<br>DOES NOT MEET                                                                                                                                                                                                                                                           |
| Reading Comprehension | Provides an in-depth and accurate analysis of what is stated in the text and/or what can be inferred from the text(s).                                                                                                                                                                                                                                                                                                  | Provides an accurate analysis of what is said in the text and/or what can be inferred from the text(s).                                                                                                                                                                                                                                       | Provides a somewhat accurate analysis of what is stated in the text and/or can be inferred from the text(s).                                                                                                                                                                                                                        | Provides a minimally accurate analysis of what is said in the text and/or what can be inferred from the text(s).                                                                                                                                                             |
| Thesis                | <p>The thesis is clearly stated. It is relevant to the task and specific.</p> <p>The thesis demonstrates advanced features by presenting multiple or conflicting ideas about a text.</p>                                                                                                                                                                                                                                | The thesis or claim is adequately stated. It is relevant to the task, but may be general or broad.                                                                                                                                                                                                                                            | Thesis is attempted but may be somewhat confusing or ambiguous.                                                                                                                                                                                                                                                                     | The thesis is missing or not relevant to the task.                                                                                                                                                                                                                           |
| Organization          | <p>Demonstrates a clear, logical organizational structure that supports the development of the thesis:</p> <ul style="list-style-type: none"> <li>• A strong introduction and conclusion that present original or significant ideas</li> <li>• Logical grouping and ordering of key points and evidence within body paragraphs</li> <li>• Strong transitions that demonstrate the relationship between ideas</li> </ul> | <p>Demonstrates a satisfactory organizational structure that generally supports the thesis:</p> <ul style="list-style-type: none"> <li>• A recognizable introduction and conclusion</li> <li>• Logical grouping and ordering of key points and evidence within body paragraphs</li> <li>• Some effective transitions between ideas</li> </ul> | <p>Demonstrates a general organizational structure which may lack a sense of direction:</p> <ul style="list-style-type: none"> <li>• Introduction or conclusion may be missing</li> <li>• Some key points and evidence that are not grouped logically</li> <li>• Some confusing transitions or connections between ideas</li> </ul> | <p>Demonstrates a weak organizational structure:</p> <ul style="list-style-type: none"> <li>• Introduction or conclusion may be missing</li> <li>• Key points and evidence that are not grouped logically</li> <li>• Few transitions or connections between ideas</li> </ul> |
| Evidence              | Includes strongest, most relevant text evidence to support thesis, reasons, and overall analysis of the text(s).                                                                                                                                                                                                                                                                                                        | <p>Includes relevant text evidence to support the thesis, reasons, and overall analysis of the text(s).</p> <p>Most evidence is introduced and quoted or paraphrased accurately.</p>                                                                                                                                                          | Text evidence or supporting details may be insufficient or only somewhat relevant, indicating basic comprehension of the text(s).                                                                                                                                                                                                   | <p>Text evidence or supporting details are largely missing, indicating limited comprehension of the text(s).</p> <p>If text evidence is present, it may consist of mostly a summary or be</p>                                                                                |

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|                                      | Evidence is introduced and contextualized, quoted, or paraphrased accurately.                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                              | Evidence is introduced <b>inconsistently</b> . Quotations or paraphrases that may be incorrect or incomplete.                                                                                                                                                                                       | <b>copied directly</b> from the text with no introduction or context was provided.                                                                                                                                                                                                                                       |
| <b>Analysis</b>                      | Explanations/analysis develop <b>ideas and insight</b> in the essay, extend thinking, and make connections.                                                                                                                                                        | Explanations/analysis develop ideas and make connections, but <b>may also summarize rather than analyze</b> .                                                                                                                                                                                                                | Explanations/analysis mostly <b>summarize</b> or restate text evidence, without developing ideas or connections.                                                                                                                                                                                    | Explanations/analysis may be <b>missing</b> or show a lack of understanding.                                                                                                                                                                                                                                             |
| <b>Writing Conventions and Craft</b> | <p>Illustrates the use of <b>effective and varied</b> sentences and paragraphs.</p> <p>Reflects <b>precise and carefully selected word choice</b> for clarity and effect.</p> <p>Reflects <b>exceptional control of conventions</b>; errors are few and minor.</p> | <p>Reflects a <b>generally controlled writing style</b> but may lack variety in sentence structure.</p> <p>Reflects the <b>use of language that is functional</b> and appropriate.</p> <p>Reflects <b>control of most writing conventions</b>; contains occasional errors that do not interfere with clarity or message.</p> | <p>Uses some <b>awkward constructions</b> or demonstrates repeated use of a particular sentence structure.</p> <p>Uses <b>words that are</b> often repetitious.</p> <p>Reflects <b>limited control of conventions</b>; contains frequent errors that may begin to interfere with understanding.</p> | <p>Demonstrates the use of <b>fragmented or run-on sentences</b> that make the essay difficult to read with understanding.</p> <p>Demonstrates a <b>limited range of vocabulary</b>, or includes words that are misused.</p> <p>Reflects <b>numerous errors in conventions</b> that make the text difficult to read.</p> |