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| Student Name:  |

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| **Literary Analysis Essay Rubric** |
| **CATEGORY** | **4 (7-8 points)** | **3  (5-6)** | **2 (2-4)** | **1 (0-1)** | **Score** |
| **Introduction** **and Thesis** | First paragraph is strongly developed and completely responds to the assignment topic. Thesis is evident and strongly established. | First paragraph is adequately developed and responds mostly to the assignment topic. Thesis is adequately established. | First paragraph is weakly developed and connects vaguely to the assignment topic; thesis is not entirely apparent.  | Introduction unclear in purpose and idea. There is no connection to the assignment topic. Thesis is not apparent.  |      \_\_\_\_\_ |
| **Quotes and Support** | All references in the essay are complete, accurate and support/relate to the discussion. The essay uses 5 or more quotes.  | Almost all references in the essay occasionally support/relate to the discussion, with at least 4 quotes.  | References in the essay are somewhat relevant; quotes often repeat the idea rather than connect to or support it. At least 3-4 quotes are used. | References are incomplete, mostly irrelevant or disconnected to the discussion, with 3 or fewer quotes.  |         \_\_\_\_\_ |
| **Organization** | The essay is very well organized. One idea or argument follows another in a logical sequence with clear transitions. | The essay is adequately organized. Related ideas are mostly grouped together with clear usage of transitions.  | The essay is a little hard to follow. Ideas in paragraphs are sometimes unrelated. The transitions are sometimes not clear. | Ideas seem to be randomly arranged. No effort at paragraph organization. |       \_\_\_\_\_ |
| **Analysis**  | The essay thoroughly analyzes and makes insightful connections to the idea(s) and the author’s style/ techniques using literary terms. | The essay adequately analyzes the idea(s) and makes routine connections to the author’s style/ techniques mostly using literary terms. | The essay somewhat analyzes the idea(s) and makes superficial connections to the author’s style/ techniques using literary terms, but contains some retelling of the plot.  | The essay discusses the idea(s), the author’s style/ techniques with little analysis using few literary terms and mostly reiteration of the plot.  |        \_\_\_\_\_ |
| **Closing Paragraph**  | Strong conclusion that includes an insightful closing thought on the thesis and the topic. | Adequate conclusion that includes a final thought on the topic. Connects adequately with the thesis. | Conclusion vaguely restates thesis statement, main points, and includes a weak, unoriginal final thought. | Paper does not contain a conclusion or conclusion is not apparent to reader. |      \_\_\_\_\_ |
| **Language &****Mechanics** | Communicates with precision and enhanced expression through highly effective use of vocabulary and sentence variety; infrequent, if any, lapses in use of conventions..  | Communicates effectively throughout the essay, with appropriate word choice, clear sentence construction and few lapses in use of conventions. | Generally communicates clearly throughout the essay although lapses in use of conventions may at times impede comprehension or prove distracting.  | Communicates clearly at times, showing some ability to use conventions, but whole sections are unclear or errors frequently impede comprehension. |  \_\_\_\_\_ |
| Instructor’s Initials:\_\_\_\_\_\_\_Class: Eng150-\_\_\_\_\_\_\_\_\_Total Points\_\_\_\_\_\_ Letter Grade\_\_\_\_\_ (36-48=A/ 24-35=B / 12-23=C / 6-11 =D/ <6=F) |