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| **Literary Analysis Rubric** | | | | | |
|  | ***Writing demonstrates the following qualities:*** | | | | |
|  | **Score 4 points** | **Score 3 points** | **Score 2 points** | **Score 1 point** | **Score 0 points** |
| **Development** | ❑thoroughly addresses the prompt  ❑ has a clear thesis statement  ❑ contains strong supporting points demonstrating comprehension  of the literary text  ❑topic is developed with interesting and appropriate details | ❑mostly addresses the prompt  ❑ has a clear thesis statement  ❑ contains good supporting points demonstrating comprehension  of the literary text  ❑ topic is developed with appropriate details | ❑ somewhat addresses the prompt  ❑ thesis statement is somewhat weak  ❑ contains some supporting points  demonstrating partial  comprehension  of the literary text  ❑ topic is developed with  some appropriate details | ❑ attempts to address the prompt  ❑ thesis statement is weak  ❑ contains few supporting points demonstrating  little  comprehension  of the literary text  ❑ topic is developed with few appropriate details | ❑ doesn’t address the prompt  ❑ no thesis statement  ❑ contains no supporting points demonstrating no  comprehension  of the literary text  ❑ no appropriate details |
| **Organization** | ❑ well-developed introduction, body, and conclusion  ❑ many  appropriate transitions  ❑ progression of ideas is logical | ❑ well-developed introduction, body, and conclusion  ❑ some  appropriate transitions  ❑ progression of ideas is mostly  logical | ❑ introduction, body, and conclusion are not fully developed  ❑ more appropriate transitions needed  ❑ progression of ideas is somewhat logical | ❑ no introduction, body, and/or conclusion  ❑ lacks good transitions  ❑ progression of ideas is often illogical | ❑ no introduction, body, and/or conclusion  ❑ few or no transitions  ❑ progression of  ideas is illogical |
| **Textual Evidence** | ❑ specific facts or quotations from the sources support main ideas  ❑ textual evidence is relevant and convincing | ❑ general facts or quotations from the sources support main ideas  ❑ textual evidence is mostly relevant and convincing | ❑ some facts from the sources support main ideas  ❑ textual evidence is somewhat irrelevant and unconvincing | ❑ very few facts from the sources support main ideas  ❑ textual evidence is irrelevant and unconvincing | ❑ no facts from the sources support main ideas  ❑ textual evidence is missing |
| **Language and Style** | ❑ word choice is precise  ❑ descriptive words and sensory language are used effectively  ❑ style is appropriate for the purpose | ❑ word choice is mostly precise  ❑ descriptive words and sensory language are used somewhat effectively  ❑ style is mostly appropriate for the purpose | ❑ word choice is sometimes not precise  ❑ descriptive words and sensory language could be more effective  ❑ style is sometimes not appropriate for the purpose | ❑ word choice is not precise  ❑ descriptive words and sensory language are not used effectively  ❑ style is sometimes not appropriate for the purpose | ❑ word choice is not precise  ❑ descriptive words and sensory language are missing  ❑ style is inappropriate for the purpose |
| **Conventions of Standard English— Grammar,**  **Spelling, &**  **Punctuation** | ❑ writing demonstrates proper English grammar and usage  ❑ few or no errors in spelling and punctuation  ❑ meaning is clear | ❑ writing mostly demonstrates proper English grammar and usage  ❑ a few distracting errors in spelling and punctuation  ❑ meaning is clear | ❑ writing inconsistently demonstrates proper English grammar and usage  ❑ multiple errors in spelling and punctuation  ❑ meaning is occasionally unclear | ❑ writing demonstrates little proper English grammar and usage  ❑ consistent errors in spelling and punctuation  ❑ meaning is often unclear | ❑ writing does not demonstrate proper English grammar and usage  ❑ consistent, distracting errors in spelling and punctuation  ❑ meaning is unclear |

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| MLA Format  name block is on left  -last name, page # in header, top right  -double-spacing  -work cited page is separate; correctly formatted; alphabetized | -Few or no errors | -Some errors | -Multiple errors | -Inconsistent formatting |