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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 Formatname 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 |