

Literary Analysis Writing Rubric

| | A | B | C | D | F | 0 |
|---|--|--|---|--|---|---|
| | Exceeds Grade Level | At or Above Grade Level | Meets Grade Level | Below Grade Level | Below Grade Level | Unacceptable—Rewrite Essay |
| THESIS | Thesis indicates clear sense of purpose and insightful or original perspective. Thesis guides the entire paper. | Thesis indicates a sense of purpose and addresses the prompt. Thesis guides the paper. | May be broad or general but addresses prompt. Thesis exerts some controls over paper. | Thesis attempts to address the prompt but gives no clear sense of purpose. | Thesis is undeveloped, factually based, or ignores the prompt. | Lacks a thesis. |
| REASONS & EVIDENCE | Substantiates thesis with a range of well-chosen evidence that is integrated smoothly and effectively. Knows when to use direct quotes or indirect paraphrasing appropriately. | Supports thesis with well chosen evidence. Quotes are integrated, but may not be as fluent or cohesive as a 5. | Provides related evidence. May sometimes show simplistic choices. Makes an attempt to give context for evidence. | Provides insufficient evidence; summarizes, oversimplifies, or contains errors. | Contains summary instead of evidence. Shows a significant misreading or misunderstanding of the text. | Lacks evidence. |
| ANALYSIS | Demonstrates thorough and logical reasoning. Interprets evidence with insight. Analysis communicates genuine engagement with the text. | Demonstrates logical and convincing reasoning. Shows a clear understanding of the topic, but may lack the insightful perspective of a 5. | Displays some logical reasoning though in places analysis may be predictable or not fully developed. Contains a basic understanding of the topic but may not contain insight. | Contains insufficient analysis. May rely on summary, lists, or descriptions in place of analysis. May misread or oversimplify the text. | Lacks coherent analysis. Displays simplistic response to the thesis. Suggests a major misunderstanding of text or prompt. | Lacks analysis. |
| ORGANIZATION OF PAPER & PARAGRAPHS | Demonstrates logical sequence of ideas within paragraphs and throughout the paper. Opens and closes with direct and clear focus on topic. Closes with a synthesis of ideas. Uses transitions well. | Demonstrates logical sequence of ideas throughout most of the paragraphs and the paper. Opens with a clear focus on topic; conclusion more than restates and uses transitions. | Demonstrates logical sequence of ideas with some breaks in unity; conclusion may simply restate thesis. Uses some transitions and paper is still focused. | May be lapses in the logical organization. Lacks transitions. Loss of focus. | Sequence of ideas or paragraphing is illogical. Conclusion may be undeveloped. | Lacks organization. Lacks a conclusion. |
| VOICE AND STYLE | Word choice is formal, sophisticated, and precisely communicates ideas. Style is appropriate for the purpose; sentence variety and command of language make the essay a pleasure to read. | Word choice is formal, precise, and effective. Shows some sentence variety; style is appropriate for the purpose and audience. | Voice should be formal and appropriate for academic writing. Shows some sentence variety and sophisticated vocabulary. | Word choice is simple, predictable and may be imprecise. Style may not be appropriate for purpose or audience. Lacks transitions. Little sentence variety. | Language is informal, vague and inaccurate; little sentence variety. Style is not appropriate for purpose or audience. | Language is confusing and inaccurate. No understanding of audience. |
| CONVENTIONS | No significant errors. Follows MLA format and citation conventions. | Minor errors that do not show systematic misunderstanding of a grammatical concept, but instead reflect inaccurate proofreading. | Occasional errors in grammar, word usage and other conventions, but they do not interfere with coherence or meaning. | Essay is coherent but flawed by frequent errors in conventions. May contain some awkward phrasing or faulty sentence structure. | Frequent errors create confusion and ambiguity. Contains flawed sentence structure and/or phrasing. | Numerous errors in most sentences which obscure meaning. |

