Lit Analysis Rubric NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **DISTINGUISHED** | **PROFICIENT** | **EMERGING** | **NEEDS IMRPOVEMENT** |
| **FOCUS** | * Thesis expertly sets purpose and is articulately worded
* Topic sentences expertly preview main ideas and relate fully to thesis
* Intro expertly sets context (title, author, topic)
* Evidence/explanation highly reflective of thesis
 | * Thesis adequately sets purpose and is clearly worded
* Topic sentences sufficiently preview main ideas and adequately reflect thesis
* Intro sufficiently sets context
* Evidence/explanation sufficiently reflective of thesis
 | * Thesis may not be clear in purpose or significance
* Topic sentences may be unclear in main ideas or relation to thesis
* Intro may not set a clear context or may be missing aspects
* Evidence/explanation questionable in link to thesis
 | * Thesis maybe absent or in the wrong place
* Topic sentences are missing main ideas and/or relation to thesis
* Intro is missing context
* Evidence/explanation not related to thesis
 |
| **CONTENT** | * Hook is an immediate grabber and is thoroughly addressed/ expertly connected to novel/topic
* Examples/evidence highly insightful
* Analysis is articulate, comprehensive, and perceptive with no plot summary
* Evidence of thoughtful, purposeful, thorough revision
* Conclusion includes an original, thoughtful “so what”
 | * Hook is somewhat interesting and clear in development/ connection to novel/topic
* Examples/evidence sufficiently chosen for strength of insight
* Analysis is clear, developed, and accurate with little to no plot summary
* Evidence of appropriate revision steps
* Conclusion includes a satisfactory “so what”
 | * Hook is perfunctory/dull and may not be connected to novel/topic
* Examples/evidence may be weak/questionably chosen
* Analysis may be imbalanced and/or demonstrate misunderstanding with some plot summary
* Revision efforts appear minimal
* Conclusion includes a basic or rote “so what”
 | * Hook is missing
* Examples/evidence weak
* Examples/evidence are weak/ inaccurate
* Analysis is absent, under-developed, indicative of misunderstanding and/or marred by plot summary
* Revision efforts are incomplete/ non-existent
* Conclusion lacks a “so what”
 |
| **ORGANIZATION** | * Information is expertly/ purposefully arranged for ease of reading, progression of thought, and fluency
* Transitions are masterfully employed
* Clinchers succinctly and clearly conclude paragraphs
 | * Information is sufficiently arranged for reading clarity, progression of thought, and fluency
* Transitions are skillfully employed
* Clinchers are adequate in concluding paragraphs
 | * Information may be out of order, illogically arranged, confusing, or disconnected
* Transitions may be inconsistent
* Clinchers may be inconsistent in concluding paragraphs
 | * Information may lack any logical presentation or coherence
* Transitions may be abrupt or absent
* Clinchers are absent
 |
| **STYLE/****MECHANICS** | * Mechanics are masterfully employed with few to no errors
* Citations are correct
* Syntax and diction are masterfully varied and sophisticated with expert attention to specific lit analysis points (tense, contractions, word jails)
 | * Mechanics are sufficiently employed with some to few errors
* Citations are mostly correct
* Syntax and diction are varied and correct with adequate attention to specific lit analysis points
 | * Mechanics may include multiple errors
* Citations contain few/minor errors
* Syntax and diction may be dull or awkward with inconsistent to little attention to specific lit analysis points
 | * Mechanics may include multiple errors that interfere with meaning
* Citations are absent or contain serious errors
* Syntax and diction may be so confusing as to interfere with meaning with little to no attention to specific lit analysis points
 |