

Literary Analysis Rubric

CATEGORY	4 - Advanced	3 - Proficient	2 - Basic	1 - Below Basic	Score
Support, Evidence, and Examples (12.1.6.a,b,c, h,j,l,o)	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. The writer anticipates the reader's concerns, biases or arguments and has provided at least 1 counter-argument. All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	Includes 3 or more pieces of evidence that support the position statement. Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	Includes 2 pieces of evidence that support the position statement. At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences). Evidence and examples are NOT relevant AND/OR are not explained.	
Accuracy (12.1.6.a,b,c, h,j,l,o)	All supportive facts and statistics are reported accurately.	Almost all supportive facts and statistics are reported accurately.	Most supportive facts and statistics are reported accurately.	Most supportive facts and statistics were inaccurately reported.	
Sequencing (12.1.6.a,b,c, h,j,l,o)	Arguments and support are provided in a logical order that makes it easy and interesting to follow the author's train of thought.	Arguments and support are provided in a fairly logical order that makes it reasonably easy to follow the author's train of thought.	A few of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem a little confusing.	Many of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem very confusing.	
Attention Grabber (12.2.1.b,c)	The introductory paragraph has a strong hook or attention grabber that is appropriate for the audience. This could be a strong statement, a relevant quotation, statistic, or question addressed to the reader.	The introductory paragraph has a hook or attention grabber, but it is weak, rambling or inappropriate for the audience.	The author has an interesting introductory paragraph but the connection to the topic is not clear.	The introductory paragraph is not interesting AND is not relevant to the topic.	
Introductory Paragraph (12.2.1.b,c)	The introduction mentions the title of the text(s) being discussed and the author(s). Introduction makes broad statements regarding the ideas/reasoning behind the essay's focus.	Mentions text(s)/author(s). Statements regarding focus are not focused.	Mentions text(s)/author(s). Statements regarding focus are not clear.	Does not mention text(s)/author(s). Statements regarding focus are non-existent.	
Focus or Thesis Statement (12.2.1.b,c)	The thesis statement names the topic of the essay and outlines the main points to be discussed.	The thesis statement names the topic of the essay.	The thesis statement outlines some or all of the main points, but does not name the topic.	The thesis statement does not name the topic or preview main points.	
Transitions (12.2.1.b,c)	A variety of thoughtful transitions are used. They clearly show how ideas are connected	Transitions show how ideas are connected, but there is little variety	Some transitions work well, but some connections between ideas are fuzzy.	The transitions between ideas are unclear OR nonexistent.	
Closing paragraph (12.2.1.b,c)	The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position statement begins the closing paragraph.	The conclusion is recognizable. The author's position is restated within the first two sentences of the closing paragraph.	The author's position is restated within the closing paragraph, but not near the beginning.	There is no conclusion - the paper just ends.	
Sentence Structure (12.2.1.b,c)	All sentences are well-constructed with varied structure.	Most sentences are well-constructed and there is some varied sentence structure in the essay.	Most sentences are well-constructed, but there is no variation in structure.	Most sentences are not well-constructed or varied.	
Word Choice (12.2.1.c)	Uses language that is specific and precise. Displays language that is appropriate for topic and audience. Avoids clichés and jargon.	Language is usually specific and precise, but occasionally seems forced or contrived.	Language is occasionally specific and precise, but often seems forced or contrived.	Language is rarely specific and often makes use of clichés and/or jargon.	
Conventions (12.2.1.e)	Author makes no errors in grammar or usage, so the essay is exceptionally easy to read. Punctuation and spelling are generally correct. Paragraphing is sound.	Few mistakes in grammar, usage, punctuation, or spelling. Attempts at paragraphing are mostly successful.	Occasional mistakes in grammar, usage, punctuation, or spelling. Attempts at paragraphing are sometimes successful.	Frequent mistakes in grammar, usage, punctuation, or spelling. Paragraphing attempts are weak.	
MLA Format (12.2.1.f, 12.2.2.c)	Essay follows all of the MLA format requirements (header, page numbers, etc.)	Essay follows most of the MLA format requirements	Essay follows some of the MLA format requirements	Essay did not follow format requirements	
Sources (12.2.1.f, 12.2.2.c)	All sources used for quotes, statistics and facts are credible and cited correctly.	All sources used for quotes, statistics and facts are credible and most are cited correctly.	Most sources used for quotes, statistics and facts are credible and cited correctly.	Many sources are suspect (not credible) AND/OR are not cited correctly.	