**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Literary Analysis Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **4 Exceeds Expectations** | **3 Meets Expectations** | **2 Approaching**  **Expectations** | **1 Missing Expectations** | **0 Unacceptable** |
| **MLA format, Title Works Cited** | MLA format is perfect. Title is creative and catchy. Works Cited page is provided. Citations are correct without error. | MLA format is correct. Title is creative and catchy. Works Cited page is provided. Citations are correct with minor error. | MLA format is evident. Title lacks creativity. Works Cited page is provided. Citations are evident with few errors. | MLA format has errors. Title is literary analysis or nothing. Works Cited page is missing. Citations have numerous errors. | No MLA format  No Title  No Works Cited  No citations |
| **Introduction** | Introduction grabs attention and provides meaningful context to an analysis of a piece of literature. Provides necessary background information. | Introduction sparks the interest and effectively introduces analysis of a piece of literature. Provides necessary background information. | Introduction provides context for the analysis but is obvious and/or basic. Plot summary is too detailed or too vague. | Introduction does not flow with the point of the paper. Contains vague statements; needs development to be effective. | No introduction. |
| **Thesis** | Thesis is clearly articulated with sophisticated original thematic statement, including the title (italicized) and full name of the author. | Thesis is articulated with original thematic statement, including the title (italicized) and full name of the author. | Thesis is articulated. Includes the title and name of the author. | Thesis is confusing. May be missing title or author. | No thesis statement. |
| **Topic Sentences & Transitions** | Topic sentences contribute to the nature of your analysis and clearly introduce the literary element being described.  Transitions are sophisticated. | Topic sentences contribute to the nature of your analysis and introduce the literary element being described.  Transitions are evident. | Topic sentences vaguely introduce the literary element being described.  Transitions are missing or weak. | Topic sentences are confusing and lack insight to what the body paragraph will be about.  No transitions. | No topic sentences.  No transitions. |
| **Evidence** | You have chosen highly effective evidence to support your literary elements and theme. 3 quotes in total. | You have chosen good evidence to support your literary elements and theme. There is minor disconnect. 3 quotes in total. | You have chosen evidence to support your literary elements and theme. There is some disconnect. Quotes do not support topic. | Evidence does not support your literary elements or theme. Less than 3 quotes or quotes do not support topic. | No evidence/quotes |
| **Conclusion** | Conclusion effectively restates the argument, but fresh language and meaningful insight leaves the reader wanting more | Conclusion restates arguments, but uses new language and shows understanding of the big picture. | Conclusion restates arguments, but recycles previous statements verbatim. | Conclusion does not flow with the paper. Contains vague statements; needs development to be effective. | No conclusion. |
| **Style, Vocabulary, Sentence Structure** | Sophisticated vocabulary, sentence variety, quotations are smoothly blended | Effectively blends direct quotation with explanatory words and phrases to introduce the quotation and facilitate narrative flow; still attempting advanced vocabulary. | Blend quoted material smoothly; but sentence structure lacks variety- basic and obvious; attempt to incorporate more advanced vocabulary. | Problems with sentence clarity, redundancy; some quotes stand alone; some vague sentences; little use of strong vocabulary or sentence variety. | Serious problems with coherence and sentence clarity; most sentences need revision; most quotes stand alone and lack introduction/connection to the paper. |
| **Grammar, Mechanics & Spelling** | Perfect! (or 1 or 2 minor errors) | Effective punctuation, grammar, and spelling. Close to perfect. | Minor problems with coherence, grammar, spelling, punctuation, but does not interfere with the understanding of the paper. | Several distracting problems with spelling, grammar, punctuation, & coherence | Major spelling, grammar, punctuation errors; distracts and interferes with understanding of the paper. |

**Comments:**