

Major Literary Analysis Essay – Grading Rubric

Area of Assessment	A	B	C	D	F
<p>Content- thematic analysis of literature 40 points</p>	<p>Author makes connections between textual support and overall main idea/ theme and thesis. Moves beyond WHAT happens and analyzes the WHY. Author has expressed unique insight, depth of thought, resulting in a convincing and enlightening paper. 36-40 pts.</p>	<p>Author makes connections between textual support and thesis, though some may be more stilted. The WHY is discussed, but in a more pedestrian manner, leading to more obvious conclusions or showing less depth of thought overall, yet essay is still sound and interesting. 32-35 pts.</p>	<p>Author waivers in connection between textual support and thesis. Some ideas are unoriginal or only skim the surface of the novels' content. The thematic ideas may not be incorporated throughout the essay well, resulting in a weaker argument overall. 28-31 pts.</p>	<p>Author has little connection between textual support and thesis, or does not explore the WHY, simply identifies elements to outline the plots of the novels. Essay may be unoriginal in thought, leading to a regurgitation of already-stated facts and observations. 24-27 pts.</p>	<p>Author has failed to focus the text itself, relying instead on research to analyze the time period or author without using adequate textual reference for a substantiated claim. The essays lacks depth and does not interpret text, simply revisits and summarizes. 20-23 pts.</p>
<p>Style- organization, clarity and fluency of ideas, focus on main idea 35 points</p>	<p>Overall fluent and focused essay. Paragraphs are framed with connections to claim/thesis and are organized by idea. Transitions aid in fluency and author's prose incorporates textual support in a sophisticated manner. Intro and conclusion aid in power of the essay. 32-35 pts.</p>	<p>Paper is mostly focused and fluent. Paragraphs contain connections to thesis/claim, though perhaps not as explicitly at times. Transitions are present between paragraphs and leading into textual support. Intro and conclusion frame essay. 28-31 pts.</p>	<p>Paper focus waivers or fluency is interrupted at times. Paragraphs are organized but not in the most logical way. Transitions may be mundane and paragraphs may contain more implicit than explicit connections to the thesis/claim. Intro and conclusion may contain more "fluff" than substance. 24-27 pts.</p>	<p>Paper is organized in an illogical manner, and the connections between paragraphs may be vague. Implicit connections to the main idea throughout. Lacks some transitions and perhaps quotes are simply "plopped" into prose. Mundane intro and conclusion. 21-23 pts.</p>	<p>Paper lacks any fluency or organization of ideas. Focus waivers drastically. The main idea gets lost along the way. Lacks transition or explicit connections between ideas. Textual support chops up prose. Intro or conclusion may be irrelevant or omitted altogether. 17-20 pts.</p>
<p>Support- adequate support and textual analysis from primary source novel, balanced with commentary <i>A minimum of 4 secondary source citations from a variety of secondary sources; limited to 1 block quote</i> 35 points</p>	<p>Abundant use of textual support from novel adds to the power of the essay. Support is applicable to author's main ideas and is used to guide the essay. Secondary source support aids in the analysis and provides additional insight that, proves depth of thought. 32-35 pts.</p>	<p>Good use of textual support from the novel, which is applicable to the main idea, but perhaps less explicitly at times. Secondary source support may not be as well-integrated, perhaps. 28-31 pts.</p>	<p>Textual support is adequate, although not very thorough. Student seems to try to incorporate text, although some is not connected to the overall main idea. 24-27 pts.</p>	<p>Textual support is present, but sparse. Student omits a source, including less than the required 4. Support may be irrelevant to the main idea at times. 21-23 pts.</p>	<p>Student fails to use textual support from novel and secondary sources. Textual support does not indeed align with the main idea of the essay at all. 17-20 pts.</p>
<p>Conventions Grammar, spelling, subject/verb agreement, punctuation, usage (limited "to be" verbs)</p>	<p>Essay uses 3rd person, active voice, present tense, with strong verbs and a variety of sentence structures. Has clearly been proofread, as errors are sparse and language is, in turn,</p>	<p>Essay contains occasional flaws in grammar and conventions, perhaps with more repetitive sentence structures or more common language. May have missed some of the more difficult</p>	<p>Essay contains obvious errors in grammar and conventions throughout, although they do not distract from the meaning. Language usage is sentence structure is basic but still conveys the point.</p>	<p>Essay is peppered with errors in grammar and conventions and frequently must be re-read to follow the ideas. Language and structure begin to distract from the meaning, lacking the maturity of the</p>	<p>It seems as though the essay was not proofread at all. Various errors in usage, grammar, and conventions distract greatly from the ideas and mar the essay to the point of incoherence.</p>

Major Literary Analysis Essay – Grading Rubric

20 points	sophisticated and formal. 18-20 pts.	language errors. 16-17 pts.	14-15 pts.	better essays. 12-13 pts.	10-11 pts.
Formatting- MLA including Works Cited 20 points	Paper is correctly formatted in MLA style including the heading, header, page numbers, titles, citations (punctuated correctly), Works Cited (hanging indent, alphabetical order). 18-20 pts.			Paper contains a noticeable number of MLA errors and does not consistently follow formatting rules. 12-13 pts.	Paper does not include any elements of MLA style in formatting, nor is a Works Cited included 10-11 pts.

Total _____ /150 points