

Literary Analysis Interpretive Essay Rubric

Score Criteria	Excellent	Good	Needs Work	Rewrite Essay
Format (/5)	<ul style="list-style-type: none"> ✓ MLA heading ✓ Double-space text; no extra spacing between paragraphs ✓ Title of essay is original and centered above the first line of the essay. It is NOT <u>underlined</u> or <i>italicized</i> 	<ul style="list-style-type: none"> ✓ MLA heading ✓ Double-spaced but incorrect spacing between paragraphs ✓ Paragraphs are indented on the first line ✓ Title of essay is unoriginal but formatted correctly 	<ul style="list-style-type: none"> ✓ Has name, date, and period but not MLA format ✓ Paragraphs not indented ✓ Inconsistent or wrong spacing ✓ Unoriginal and incorrectly formatted title 	<ul style="list-style-type: none"> ✓ Name? ✓ Margins? ✓ Paragraphs? ✓ Title?
	It's electrifying!	You're plugged in	A flickering lightbulb	Blackout
Structure (Intro & Thesis) (/15)	<ul style="list-style-type: none"> ✓ Opening line & paragraph effectively leads reader to thesis ✓ Title and author's name are mentioned & title is underlined ✓ Background of novel gives context for thesis ✓ Thesis presents a clear, thoughtful, original statement ✓ Thesis is focused on a specific theme, and shows complex understanding of the literature 	<ul style="list-style-type: none"> ✓ Opening line has potential, but worded awkwardly ✓ Title and author are mentioned but may not be full name and/or title is not underlined ✓ Summary of novel is given, but context may be missing or unclear ✓ Thesis is focused on a specific theme, yet does not show complex understanding of the literature (thesis is a bit obvious) 	<ul style="list-style-type: none"> ✓ Opening line is used but may be ineffective (cliché, inappropriate) ✓ Title or author is mentioned but not both; may not be full name ✓ Summary of novel is inadequate to provide understanding ✓ Thesis may be unsupportable or wording may be weak or confusing. Thesis is a list of 3 subtopics and not an idea or thesis is too general 	<ul style="list-style-type: none"> ✓ States topic as introduction, or begins with the thesis (no opening line) ✓ Opening paragraph lacks structure ✓ No mention of title/author ✓ No summary of novel ✓ Thesis missing or a statement of fact/summary description, may not present an argument
Structure Part II Org./main ideas/unity/cohesion/support/concl. (/20)	<ul style="list-style-type: none"> ✓ Topic sentences are specific and distinct, centering on an IDEA and clearly explaining what the writer is arguing in the paragraph ✓ Information in each body paragraph directly supports the topic sentence/controlling idea ✓ Reasoning of argument is consistently easy to follow ✓ Transitions effectively show logical relationships between ideas ✓ Conclusion sentences and conc. paragraph reinforces argument and leaves reader with a final thought and sense of closure 	<ul style="list-style-type: none"> ✓ Topic sentences center on an idea, but may be vague/awkward/simple ✓ Information in each body paragraph is appropriate but some information may not directly support the topic sentence/controlling idea ✓ Some use of transitions ✓ Paragraphs are logically developed but revision would make them more effective ✓ Conclusion sentences and conc. paragraph gives closure but may be cliché or repetitive 	<ul style="list-style-type: none"> ✓ Topic sentences center on an event/summary, and not an idea ✓ In some places, the info in the paragraph is illogical or does not offer clear support of topic sentence/controlling idea ✓ Reasoning is confusing or argument may not be clear ✓ Lack of transitions ✓ Choppy writing ✓ Some points well-developed but others are underdeveloped ✓ Conclusion sentences and conc. paragraph does not reinforce argument, lacks substance, or asks a question 	<ul style="list-style-type: none"> ✓ No topic sentence/controlling idea ✓ Writer may shift from main argument ✓ Information in paragraphs consistently lacks logical development ✓ Reasoning is lacking ✓ Paragraphs not linked to thesis ✓ No transitions ✓ Abrupt concl./new ideas added

<p>Use of analysis & evidence</p> <p>(/30)</p>	<ul style="list-style-type: none"> ✓ Quoted material is seamlessly integrated (not all begin with “s/he states...” ✓ Substantial use of EFFECTIVE quoted material ✓ Context for quotes classifies the meaning and significance of quotes ✓ Context for quotes is smoothly integrated into the paragraph ✓ Commentary/analysis is insightful and in depth; quoted material supports and extends the main idea of the paragraph ✓ Commentaries clarify the relationship of the quoted material to the controlling idea/topic sentence ✓ Quoted material is always cited correctly “...” (3). The first citation includes author’s last name and page number (Tsukiyama 3) 	<ul style="list-style-type: none"> ✓ Quoted material is appropriately integrated (most may begin with “s/he states...” ✓ Appropriate evidence is used but quoted material may lack impact (lacking “wow factor”) ✓ Context for quotes given but may be missing information and not be worded smoothly ✓ Commentary/analysis follows quoted material, but explanations do not consistently clarify the meaning and/or significance of quoted material ✓ Commentary/analysis explains the relationship of quoted material to thesis but may lack variation or be simplistic ✓ Citation has one error “...” (pg. 3). 	<ul style="list-style-type: none"> ✓ Quoted material is used inconsistently and does not provide context ✓ Quoted material is not used selectively and may offer little support or relevance ✓ Context is given, but may be missing information ✓ Commentary/analysis may omit explaining meaning and significance or may be unclear ✓ Summarizes quote, no analysis ✓ Commentary/analysis may explain meaning or significance but fails to explain the relationship to the quoted material to the controlling idea/topic sentence/thesis ✓ Quote is not referred to in the commentary ✓ Citation has multiple errors “...” (pg 3) 	<ul style="list-style-type: none"> ✓ Quoted material used rarely or not used ✓ Writer may use quoted material randomly and/or may frequently use unsupported opinions ✓ No context given ✓ Commentary/analysis missing or poorly worded ✓ Use of evidence shows that the writer may not understand meaning; significance of the support is omitted ✓ Citations are not given or are consistently written incorrectly (see “excellent” column for format)
	<p>A well-oiled machine</p>	<p>A bit squeaky</p>	<p>Quite a few clicks and clacks</p>	<p>A grinding halt</p>
<p>Grammar & Mechanics</p> <p>(/20)</p>	<ul style="list-style-type: none"> ✓ The sentences are complete : no run-ons, fragments, or contractions ✓ There is subject-verb agreement ✓ Writer consistently uses present tense (no past tense) ✓ No 1st or 2nd person (“I” or “you”) ✓ Correct spelling 	<ul style="list-style-type: none"> ✓ 1-2 sentences run-ons or fragments ✓ 1-2 contractions (can’t ✓ A few subject-verb disagreements ✓ Inconsistent use of tense ✓ A few incorrectly spelled words ✓ Uses some informal language 	<ul style="list-style-type: none"> ✓ 3-5 run-ons and fragments ✓ Several subject-verb disagreements and sentence errors ✓ Inconsistent use of tense ✓ Uses 1st or 2nd person (“I” or “you”) ✓ Some incorrect spelling ✓ Uses a lot of informal language 	<ul style="list-style-type: none"> ✓ Several run-ons and fragments ✓ Significant grammar errors detract from the smooth flow of the paper ✓ Inconsistent verb tenses
	<p>Beautiful music!</p>	<p>Humming a tune</p>	<p>Off-key</p>	<p>Lip-synching</p>
<p>Overall Effect/Voice</p> <p>(/10)</p>	<ul style="list-style-type: none"> ✓ Writing shows confident control over style and outstanding insight ✓ Uses sophisticated diction (word choice) and vivid, active verbs ✓ Sentences vary in length and structure ✓ Evidence of conscientious proofreading and revision 	<ul style="list-style-type: none"> ✓ Writing shows clear understanding of essay style and insight ✓ Uses some sophisticated diction (word choice) and vivid verbs ✓ Some sentences vary in length and structure ✓ Could use more revision 	<ul style="list-style-type: none"> ✓ Writer shows some knowledge of essay style & insight ✓ Simplistic diction (word choice) ✓ Simple sentence structure and awkward wording ✓ Needs much more revision 	<ul style="list-style-type: none"> ✓ Shows limited understanding of subject ✓ Simplistic diction ✓ Little variety in length or structure of sentences ✓ Serious lack of revision/effort