Scale	Levels of Proficiency	Name	
5 Strong 4 Proficient 3 Developing 2 Emerging 1 Not Yet	❑ Proficient: Score 4's or higher on all traits in a high school level essay ❑ Proficient with Honors: Score 4.5's or higher on all traits in a high school honors-level essay	Assignment Title	
Rubric for the Evaluation of a Literary Analysis Essay		Date	
		Teacher	

5	__**Ideas and Content:** The paper contains an <u>insightful</u> and/or <u>sophisticated</u> thesis (argumentative or expository in nature) that fully addresses the prompt and is <u>fully</u> supported by <u>relevant, accurate and specific</u> evidence from appropriate sources. The writer <u>always</u> explains *how* evidence communicates what it does and justifies inclusion. __**Organization:** The paper follows a <u>clear and logical</u> train of thought <u>set by</u> the thesis. The paper's introduction and conclusion are <u>effective</u> and the writer <u>always</u> uses topic sentences and effective transitions __**Style:** Tone, voice, and point of view are <u>always</u> appropriate to the audience and purpose. Diction and sentence fluency are <u>excellent throughout</u> and the paper is <u>rich</u> in accurate and specific words choices. __**Conventions/Presentation:** The writer uses <u>perfect</u> citation format, grammar, spelling, punctuation, fonts, and layout
4	__**Ideas and Content:** The paper contains a <u>clear and intelligent</u> thesis (argumentative or expository in nature) that fully addresses the prompt and is supported by <u>relevant, accurate and sufficient</u> evidence from appropriate sources. The writer explains *how* evidence communicates what it does <u>in almost all instances</u> thus offering justification for inclusion. __**Organization:** The paper follows a <u>logical</u> train of thought <u>related to</u> the thesis. The paper's introduction and conclusion are <u>functional</u> and the writer <u>always</u> uses topic sentences but less effective transitions. __**Style:** Tone, voice, and point of view are <u>appropriate</u> to the audience and purpose. Diction and sentence fluency are <u>good</u> and the paper contains <u>many</u> accurate and specific words choices. __**Conventions/Presentation:** The writer uses <u>correct</u> citation format, grammar, spelling, punctuation, fonts, and layout.
3	__**Ideas and Content:** The paper contains a thesis (argumentative or expository in nature) that <u>addresses</u> the prompt and is supported by <u>some</u> <u>relevant</u> evidence. The writer provides a <u>superficial</u> explanation of *how* evidence communicates what it does offering limited justification. __**Organization:** The paper follows a train of thought <u>related to the thesis</u>. The paper <u>has</u> an introduction and conclusion and the writer uses <u>some</u> topic sentences and adequate transitions. __**Style:** Tone, voice, and point of view are <u>usually</u> appropriate to the audience and purpose. Diction and sentence fluency are <u>inconsistent</u> and the paper contains <u>some</u> accurate and specific words choices. __**Conventions/Presentation:** The writer uses <u>generally</u> correct citation format, grammar, spelling, punctuation, fonts, and layout.
2	__**Ideas and Content:** The paper contains a thesis (argumentative or expository in nature) that <u>attempts to address</u> the prompt, but the writer <u>provides little</u> clear, relevant evidence. The writer <u>fails to</u> explain *how* evidence communicates what it does and/or justify inclusion. __**Organization:** The paper <u>does not</u> follow a train of thought related to the thesis. The paper is <u>missing</u> an introduction or conclusion and the writer uses <u>few</u> topic sentences and/or transitions. __**Style:** Tone, voice, and point of view are <u>sometimes</u> appropriate to the audience and purpose. Diction and sentence fluency are <u>poor</u> and the paper contains <u>few</u> accurate or specific words choices. __**Conventions/Presentation:** The writer uses <u>poor</u> citation format, grammar, spelling, punctuation, fonts, and layout.
1	__**Ideas and Content:** The paper contains <u>no thesis</u> or a thesis (argumentative or expository in nature) that <u>does not necessarily address</u> the prompt. The writer <u>fails to provide</u> accurate, relevant evidence. The writer <u>fails to</u> explain *how* evidence communicates what it does or justify inclusion. __**Organization:** The paper <u>does not</u> follow a train of thought related to the thesis. The paper is <u>missing</u> an introduction and conclusion and the writer <u>fails to</u> use topic sentences and/or transitions. __**Style:** Tone, voice, and point of view are <u>not</u> appropriate to the audience and purpose. Diction and sentence fluency are <u>poor</u> and the paper <u>does not</u> contain accurate or specific words choices. __**Conventions/Presentation:** The writer uses <u>incorrect</u> citation format, grammar, spelling, punctuation, fonts, and layout.

Teacher Comments