LIT 250 Rubric for Literary Analysis (Fiction, Poetry, Drama, Non-Fiction)

	Advanced (4.000 pts)	Proficient (3.000 pts)	Developing (2.000 pts)	Beginner (1.000 pt)
Thesis and Title (1.000, 14%)	Demonstrates mastery of one-sentence arguable thesis: clear, concise, specific, original, and relevant with compelling and nuanced set of key terms/concepts; in creating an original two-part title derived from the thesis that effectively communicates the key ideas of paper	Demonstrates clear and active use of one-sentence arguable thesis: clear, concise, specific, original, and relevant with strong set of key terms/concepts; of a title derived from the thesis that communicates the key ideas of paper	Attempts use of one-sentence arguable thesis: clear, concise, specific, original, and relevant with set of key terms/concepts; of a title connected to the assignment that inadequately communicates the key ideas of paper	Lacks one-sentence arguable thesis: clear, concise, specific, original, and relevant to the assignment; lacks consistent set of key terms/concepts; lacks an original two-part title derived from the thesis that communicates the key ideas of paper
Organization: Introduction, Conclusions, Point Sentences, Order of Discussion, (1.000, 14%)	Includes a thesis/main claim and key terms appropriately placed; begins each discussion section with precise point sentences substantively connected to the main claim and that clearly articulate discussion material and elegantly link it to preceding and following points; sub-claims/reasons are discussed in the order established by the main claim	Includes a thesis/main claim and key terms appropriately placed; begins each discussion section with appropriate point sentences fundamentally connected to the main claim and that present the discussion material well; sub-claims/reasons are discussed in the order established by the main claim	May include a thesis/main claim and/or key terms inappropriately placed; begins some discussion sections with point sentences that may unevenly connect to the main claim and/or poorly present the discussion material; may discuss sub-claims/reasons in a different order from that established by the main claim	Does not appropriately place a clear thesis/main claim and/or key terms; discussion sections lack point sentences and/or any connection to main claim and/or poorly present discussion material; the order of sub-claims/reasons in the discussion is not governed by the main claim
Commentary (Quotation Sandwich) (1.000, 14%)	Demonstrates elegant and nuanced original commentary before and after quoted, paraphrased, or summarized textual evidence; compellingly connects commentary to the evidence, sub-point/reason, and thesis/main claim	Demonstrates solid original commentary before and after quoted, paraphrased, or summarized textual evidence; connects commentary to the evidence, sub-point/reason, and thesis/main claim	Uses some original commentary before and/or after quoted, paraphrased, or summarized textual evidence; may not connect commentary to the evidence, sub-point/reason, and thesis/main claim	Lacks sufficient original commentary before and after quoted, paraphrased, or summarized textual evidence; lacks a connection between the commentary, sub-points/reasons, and the thesis/main claim
Evidence (1.000, 14%)	Always uses attributed or integrated quotations; always introduces sources when they are first used; uses block quotations only when needed; includes adequate and judicious textual evidence from primary, secondary, and tertiary sources as required by the assignment. Evidence cited powerfully illustrates the reasons and the claim.	Almost always uses attributed or integrated quotations; introduces sources when they are first used; may overuse block quotations; includes textual evidence from primary, secondary, and tertiary sources as required by the assignment Evidence cited generally illustrates the reasons and the claim.	Sometimes uses attributed or integrated quotations; unevenly introduces sources when they are first used; overuses block quotations; unevenly includes textual evidence from primary, secondary, and tertiary sources as required by the assignment. Evidence cited may/may not illustrate the reasons and/or the claim.	Lacks or incorrectly uses attributed or integrated quotations; does not introduce sources when they are first used; lacks or incorrectly uses block quotations; lacks appropriate textual evidence from primary, secondary, and tertiary sources as required by the assignment. Evidence cited does not illustrate the reasons and/or the claim.

	Advanced (4.000 pts)	Proficient (3.000 pts)	Developing (2.000 pts)	Beginner (1.000 pt)
MLA Style (1.000, 14%)	Demonstrates mastery of MLA Style--including parenthetical citations, works cited pages, headings, and overall format	Demonstrates solid and active use of MLA Style--some errors in parenthetical citations, works cited pages, headings, and overall format	Demonstrates inconsistent and incorrect use of MLA Style throughout parenthetical citations, works cited pages, headings, and overall format	Demonstrates inadequate, and incorrect use of MLA Style--lacking parenthetical citations, works cited pages, headings, and correct overall format
Writing Style (1.000, 14%)	Uses elegant and sophisticated writing style; demonstrates mastery of grammar and mechanics	Uses solid and effective writing style; demonstrates strong use of grammar and mechanics	Sometimes uses solid writing style; demonstrates some incorrect use of grammar and mechanics	Lacks a solid writing style; lacks correct use of grammar and mechanics
Writing Task (1.000, 14%)	Executes writing task with precision and mastery; meets length requirements	Executes writing task well; meets length requirements	Attempts to follow the writing task in part; may meet length requirements	Does not follow the writing task; does not meet length requirements