

Literary Analysis Rubric

English 9

	Advanced	Above Proficient	Proficient	Approaching	Below Proficient
Thesis & Topic sentences	Original and powerful thesis statement responds to prompt with a focused topic, argument, and significance (“So what?”) Each paragraph contains a nuanced topic sentence that advances a complex argument and links back to thesis statement.	Thoughtful thesis statement: responds to prompt with a focused argument Each paragraph has a clear topic sentence that states a claim and links back to the thesis statement.	Clear thesis statement responds to the prompt with a general unifying idea Topic sentences may need to be made more specific or may not state a claim	Thesis statement may lack focus misunderstood or incomplete response to prompt Some topic sentences are not sufficiently developed or are not clearly linked to overall argument	Vague or missing thesis statement; reveals inaccurate understanding of prompt Topic sentences missing or not related to overall argument
Evidence & Analysis	Integrates and transitions into quotations effectively; provides brief context, and flow of lead-in is smooth and logical. Convincing and insightful evidence in the form of apt and well-integrated quotations from the text. Incisive analysis thoroughly explains how evidence supports claim. Examines writer’s choices such as diction or figurative language.	Generally introduces quotations effectively with clear lead-ins that include some context and blend the quotation into writing. Specific and relevant evidence supports thesis Thoughtful and relevant analysis explains how evidence supports claim	Some attempt to blend quotations into writing, but lead-in lacks clarity and/or context. Provides general evidence as support. Analysis explains evidence but may be obvious or repetitive. May needs to connect back to the thesis more clearly	Inadequate lead-in; dropped quotations Inadequate evidence, plot summary, repetitive. Attempts analysis but may make statements without evidence May make claims that are not consistent with the text or reveal a misunderstanding of text.	Missing textual evidence in form of quotations. May provide examples without analyzing them
Organization	Introduction provides original, engaging hook that focuses the reader and clear contextual information including title, author, genre, and key background details, providing a bridge to the thesis statement Distinct paragraphing logically advances argument in compelling manner; smooth transitions between points and between paragraphs Coherent and intriguing conclusion further explores the theme and leads the reader to a meaningful conclusion.	Introduction provides relevant hook that focuses the reader and contextual information distinct paragraphing advances main argument; smooth transitions between paragraphs Coherent conclusion ties major ideas together and further explores theme	Introduction includes identifiable hook and context paragraphing supports the main argument; transitions may be present Recognizable conclusion restates major ideas and explores theme or big idea.	Introduction missing key component (hook or context) Paragraphing is disorganized or lacking; does not support the main argument; no transitions Vague conclusion that merely restates the main ideas	No attempt to orient reader Haphazard, unfocused, repetitive, overlapping, or tangential paragraphing, or response may be a single paragraph Insufficient conclusion

Style	Precise language, apt vocabulary , meaningful sentence structure and variety; voice	Consistent clarity of expression, deliberate word choice ; sound sentence structure	Generally clear expression, basic vocabulary or sentence structure	Occasionally confusing language ; Some sentence structure errors: may contain frequent run-ons or fragments	Frequently confusing, vague, or non-academic (overly informal) language ; sentence structure interferes with reading
Mechanics and Presentation	Polished; few, if any, mechanical errors Consistent use of literary present tense . Flawless MLA format (heading, headers, citations)	Few mechanical errors; Minor errors in MLA format Mostly in literary present tense Minor MLA errors	Requires additional proofreading; mechanical errors, do not interfere with reading; Noticeable inconsistencies in verb tense . Missing several elements of MLA formatting	Frequent errors interfere with reading Little attempt at MLA formatting Incorrect verb tense . Disregards MLA format	Significant errors interfere with reading No attempt at MLA formatting
Comments:					

