Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Score\_\_\_\_\_\_\_

Can be used for original sketches or literary analysis sketches.

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| --- | --- | --- | --- |
| Assignment Criteria | Superior | Good | Needs Work |
| Sketch truly captures the **essence** or **presence** of the character – is more than a physical description or even a general feel for personality. |  |  |  |
| Sketch is powerfully organized for the revelation of character; uses sophisticated and **effective transitions** to help **create flow and a comfortable pace;** avoids sounding like an interview or list. |  |  |  |
| Sketch is fully developed by avoiding unsupported generalizations – uses **specific descriptions**, **details**, and **anecdotes**. |  |  |  |
| Sketch includes subtle **details of behavior** such as nervous ticks, dialect, or body language. |  |  |  |
| Sketch uses not only details about the character him/herself but also pertinent and **insightful observations** about the character’s **environment**, **culture**, **personal contacts**, etc. |  |  |  |
| The tone is **appropriate for the subject and purpose** of this essay. Essay truly engages the reader. |  |  |  |
| Is written in a personable or academic style with **vivid and precise diction**, **effective imagery**, **flowing and sophisticated sentence variety**. |  |  |  |
| The essay is ***free* of errors**: punctuation, sentence fragments, comma splices, fused sentences, spelling, and usage. |  |  |  |
| The essay is professionally presented in the format requested; **if for class, MLA style**. |  |  |  |