

## Literary Analysis and Argument Essay Rubric

		<b>Highly Effective</b>	<b>Effective</b>	<b>Somewhat Effective</b>	<b>Not Effective</b>	<b>Not Acceptable</b>
<b>15</b>	<b>Thesis/Claim</b>	One thesis that strongly and clearly states the topic and stance and directly answers the prompt.	One thesis that states the topic and the stance and somewhat answers the prompt.	Thesis is vague or unclear. Attempts to answer prompt.	Thesis cannot be understood, is completely off topic, or is missing. Does not address prompt.	
<b>45</b>	<b>Evidence and Reasoning/ Analysis</b>	Evidence is well chosen and strongly supports thesis. Reasoning connects evidence to claim in a clear, logical, and highly effective way.	Evidence is well chosen and supports the thesis. Reasoning clearly and logically connects evidence to claim, but could be more thorough.	Evidence is weak. Reasoning is unclear or incomplete, but some support exists.	Evidence is unconvincing or off-topic. Reasoning is insufficient or illogical.	Evidence is missing or does not support or contradicts claim. Reasoning is missing or false.
<b>10</b>	<b>Organization</b>	Well-organized, thoughtful, and planned response. Uses transitions appropriately and correctly. Introduces the topic in an interesting way and has a solid conclusion.	Response is mostly organized. Uses some transitions. Ideas are mostly clear. Includes an introduction and conclusion.	Response has problems in order of ideas. Attempts to use transitions. Ideas are somewhat clear.	Response shows no organization. Does not use or incorrectly uses transitions. Ideas are not clear.	
<b>30</b>	<b>Writing Conventions</b>	Almost no errors. Sentences are well constructed and show variety. Sentences flow together, clearly connecting ideas.  Demonstrates a strong knowledge of formal academic writing and MLA rules and the Hit List.	Some errors, but does not impact understanding. Sentences flow together, clearly connecting ideas. There are no extra sentences.  Demonstrates attention to formal academic writing and MLA rules and the Hit List.	Sentences are repetitive in structure. Some sentences are awkward, but most are clear. Sentences do not always connect.  Demonstrates some attention to formal academic writing and MLA rules and the Hit List, but needs some editing.	Frequent errors impact understanding. Sentences are choppy and unclear. Sentences are awkward.  Demonstrates some attention to formal academic writing and MLA rules and the Hit List, but needs significant editing.	Numerous errors significantly impact understanding.  Demonstrates no attention to formal academic writing or MLA rules or the Hit List.