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| **Name:**  | **The Catcher in the Rye Lit Analysis Rubric**  |
|  | **Exceeds Expectations** | **Approaching Expectations** | **Unacceptable** |
| Intro/Conclusion | - Introduction sparks some interest andeffectively introduces reasonable argumentIntroduction includes the titles of the work and the author./provides the reader with background and context - Conclusion restatesarguments, but uses newlanguage and showsunderstanding of the bigPicture  | Introduction or conclusion does not flow with the argument of the paperIntroduction does not include the titles of the work and the author. Provide the reader with background or context. - Introduction orconclusion containsblanket or vaguestatements; needsdevelopment to beEffective | No introductionand/or conclusion |
|  | 6/5 | 4/3 | 2/1 |
| Thesis | Thesis presents a reasonable opinion,argument is clear and focusedThesis lays out a road map for the argument | - Thesis is unclear or unfocused-Thesis demonstratesmisunderstanding of the prompt or text/does not fully address the promptThesis does not lay out a road map of the argument  | - Thesis not evident; thesis is a fact or plot summary; thesis not in correct position |
|  | 6/5 | 4/3 | 2/1 |
| Topic Sentences | Topic sentences articulate preciseargument; logically linked to thesis | - Some topic sentences are not linked to the thesis/showmisunderstanding or prompt or textSome topic sentences do not make clear points/state clear ideas.  | - Topic sentences notEvident- Topic sentences arefacts or summaries |
|  | 6/5 | 4/3 | 2/1 |
| Evidence | Evidence is persuasive andeffective in supporting your argumentEvidence is explained and interpreted to show insight.Quotations are integrated into the sentence with only the necessary text included and properly cited or properly paraphrased to reflect the original context. Block quotes are properly indented and spaced and used only when essential.  | - Some evidence is evident, does not always support thesis/topic sentences-Some evidence is present, but superficial..Quotes entire passage unnecessarily/does not integrate quotes.  | - Little or no evidence;- Some textual evidence isirrelevant |
|  | 6/5 | 4/3 | 2/1 |
| Analysis | - Analysis is believable and convincing, and is clearly connected to the argument-Offers insightful interpretation of the text that goes beyond a literal level .  | - Conveys an accurate although somewhat basic understanding of the text and offer partially explained or somewhat literal interpretations. -Analysis is somewhat connected to the argument, but are basic and obvious.  | - Analysis is not present/simply plot summary- Ideas lack development;show a misunderstanding of prompt or text; illogical argument; |
|  | 6/5 | 4/3 | 2/1 |
| Mechanics and Coherence | - Minor problems withcoherence, grammar, spelling,punctuation, but does notinterfere with theunderstanding of paper | - Several distractingproblems with spelling, grammar,punctuation, coherence;incorrect | - Major spelling,grammar,punctuation errors;distracts andinterferes withunderstanding ofpaper;  |
|  | 6/5 | 4/3 | 2/1 |
| Formatting  | Your Name/Class (20th Century American Literature)Margins: 1"Font: 12-point, Times New RomanOne and a Half -SpacedPages: At least 2, no more than 3A title | 3 2 1  |  |  |  | Total Points (out of 39)  / 39  |
| Final Grade: |
| Comments: |