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| **Name:** | | | | | **The Catcher in the Rye Lit Analysis Rubric** | | | | |
|  | | **Exceeds Expectations** | | | **Approaching Expectations** | | | **Unacceptable** | |
| Intro/Conclusion | | - Introduction sparks some interest and  effectively introduces reasonable argument  Introduction includes the titles of the work and the author./provides the reader with background and context    - Conclusion restates  arguments, but uses new  language and shows  understanding of the big  Picture | | | Introduction or conclusion does not flow with the argument of the paper  Introduction does not include the titles of the work and the author. Provide the reader with background or context.  - Introduction or  conclusion contains  blanket or vague  statements; needs  development to be  Effective | | | No introduction  and/or conclusion | |
|  | | 6/5 | | | 4/3 | | | 2/1 | |
| Thesis | | Thesis presents a reasonable opinion,  argument is clear and focused  Thesis lays out a road map for the argument | | | - Thesis is unclear or unfocused  -Thesis demonstrates  misunderstanding of the prompt or text/does not fully address the prompt  Thesis 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 precise  argument; logically linked to thesis | | | - Some topic sentences are not linked to the thesis/show  misunderstanding or prompt or text  Some topic sentences do not make clear points/state clear ideas. | | | - Topic sentences not  Evident  - Topic sentences are  facts or summaries | |
|  | | 6/5 | | | 4/3 | | | 2/1 | |
| Evidence | | Evidence is persuasive and  effective in supporting your argument  Evidence 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 is  irrelevant | |
|  | | 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 with  coherence, grammar, spelling,  punctuation, but does not  interfere with the  understanding of paper | | | - Several distracting  problems with spelling, grammar,  punctuation, coherence;  incorrect | | | - Major spelling,  grammar,  punctuation errors;  distracts and  interferes with  understanding of  paper; | |
|  | | 6/5 | | | 4/3 | | | 2/1 | |
| Formatting | Your Name/Class (20th Century American Literature)  Margins: 1"  Font: 12-point, Times New Roman  One and a Half -Spaced  Pages: At least 2, no more than 3  A title | | 3 2 1 |  | |  |  | | Total Points (out of 39)  / 39 |
| Final Grade: |
| Comments: | | | | | | | | | |