

Literary Analysis Rubric 9–12

	Fully Meets	Mostly Meets	Partially Meets	Does Not Yet Meet
Thesis and Introduction	● Introduction draws the reader in with an engaging hook ● Introduction builds up to the thesis with relevant, connected ideas ● Complex and original thesis statement	● Introduction sets up thesis statement with relevant ideas and information ● Thesis includes the topic and the writer's interpretation of the topic	● Introduction includes information and ideas related to thesis ● Part of the introduction may seem unrelated/disconnected from the thesis ● Thesis contains an opinion and reasoning	● Introduction contains irrelevant information ● Introduction does not clearly state thesis ● Thesis restates facts and cannot be argued
Depth of Evidence and Commentary	● Thoughtful, original selection of quotes that support the main idea of each paragraph ● Integrates and explains the significance of the evidence, including the author's use of language in detailed, perceptive commentary that extends beyond what was discussed in class	● Introduces and explains all quotes ● Quotes are sometimes paraphrased rather than analyzed, but most of each paragraph is analysis (vs. plot summary)	● Uses some good evidence, but may rely heavily on summarizing ● Does not explain significance of quotes completely ● Quotes may not clearly support the thesis	● Does not yet have enough evidence to support thesis ● Does not yet adequately introduce or explain evidence ● Relies on plot summary ● Does not reveal comprehension of text

Organization and Flow	● Purpose sharply defined throughout the essay ● Each paragraph states a complex main idea that is linked to the thesis (topic sentences) ● Conclusion extends ideas with a new twist or question (So what?) ● Transitions are consistently used to help connect ideas within and between paragraphs	● Purpose is clear throughout the essay ● Each paragraph has a topic sentence linked to the thesis ● Conclusion restates and supports the thesis ● Transitions are frequently used to help connect ideas within and between paragraphs	● Purpose is not always evident throughout the essay ● The main idea of some paragraphs is unclear ● If present, conclusion does not reflect content of essay or support thesis ● Transitions are sometimes used to help connect ideas within and between paragraphs	● Purpose of essay is unclear ● Many ideas are not sufficiently developed or clearly linked to the thesis ● Disjointed and illogical organization ● Conclusion is not present or is off topic ● Transitions are unclear or missing
Language and Style	● Vocabulary, sentence structure, and style engage the reader ● Uses concise, precise, and varied word choice ● Quotes are smoothly embedded into the writing	● Clear vocabulary allows the reader to follow the essay without difficulty ● Some instances of vague or informal language ● Quotes are embedded properly	● Some sentences or word choices confuse or mislead the reader ● Language is conversational, not academic ● Some errors in embedding quotations	● Confusing sentences or word choices do not allow the reader to understand the essay ● Language is inappropriate for the assignment ● Quotes are dropped in and not embedded
Grammar and Mechanics	● No spelling or grammar errors ● Analysis uses the literary present tense ● Correct quote citations and document formatting	● A few minor errors in spelling/usage ● Minor error in formatting	● Some significant errors in spelling/usage ● Formatting errors	● Numerous errors distract reader ● Formatting is nonexistent