

RTF 331-2 Fall 2014 Critical Analysis Essay  
Grading Rubric

NAME:

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		100-90	89-80	79-70	69-60	60-	Score
Analysis (35%)	Thesis/Claim	10 - 9 Excellent and well executed, complex thesis.	8 - Good thesis, but it could have been more developed.	7 - Fair thesis / the explicit thesis is not in sync with the implicit thesis / elements of the thesis are not fully proven.	6 - Neither the explicit and implicit thesis are clear or proven / the thesis is not analytically based.	5 or lower - There is no thesis.	
	Evidence Utilized	5 - 4.5 Excellent choice of evidence utilized.	4 - Good use of evidence, but there are moments where stronger evidence could've been used / there was a need for additional backing.	3.5 - There is either an overuse or underuse of evidence / some of the evidence isn't appropriate for the analysis.	3 - There is little use of evidence / there is an excessive use of evidence / the evidence is not related to the claim being explored.	2 - No evidence is used.	
	Analysis of Evidence/ Reasoning & Explanation	20 - 18 Excellent discussion and critical analytical understanding of the text and use of evidence. You repeatedly show the connection between elements and the original author's thesis.	16 - Good discussion and critical analytical understanding of the text and use of evidence; however, some of your interpretations and explanations need to be more fully developed or need to be expanded.	14 - The discussion and critical analytical understanding of text and the original thesis is fair, but it could have been more fully developed / there is too much reliance on summary / there is misinterpretation of the evidence / the interpretation of the evidence needed to be clearer.	12 - There is little exposition exploring the evidence in connection to the thesis/topic of the body paragraphs / most of the evidence is misinterpreted / the interpretation of the evidence is not clear.	10 - There is no exposition or analysis of the evidence and/or thesis.	
Essay Structure (25%)	Essay Structure	10 - 9 Engaging opening introduces the essay's general topic and inspires thinking about the topic. Excellent balance between introduction, summary, body, paragraphs and conclusion.	8 - All components of a strong essay are included; however, there is an imbalance between 1 - 2 sections.	7 - All components of a strong essay are included; however, there is an imbalance between 3 - 4 sections.	6 - 1 - 2 components of the essay are missing.	5 - More than half of the required components of the essay are missing.	
	Paragraph Transitioning	5 - 4.5 Excellent transitioning between all essay paragraphs.	4 - Good transitioning between paragraphs / some transitions could've been smoother / some transitions feel forced.	3.5 - Fair transitioning between paragraphs--in several areas, the transition is rough/jarring.	3 - There is little transitioning demonstrated between paragraphs.	1 - There is no transitioning between paragraphs.	
	Internal Paragraph Flow	10 - 9 Excellent internal paragraph flow / strong use of transitional phrasing / superior logic flow.	8 - Good paragraph flow overall; however, 1 - 2 paragraphs have some awkward phrasing and/or logic.	7 - Fair paragraph flow overall; however, 2-3 paragraphs have some awkward phrasing and/or logic.	6 - In more than half of the paragraphs there is little clarity/connectivity shown.	5 - The paragraphs maintain little to no clarity and/or connectivity.	
Style (10%)	Voice/Originality	10 - 9 Excellent tone and voice / original style / superior word choice.	8 - Good overall tone, though some phrases and words are repeated and weigh down the voice / there are some areas where an informal tone is used / there are several paragraphs where the voice is flat.	7 - Fair overall tone, though several phrases and words are repeated and weigh down the voice / there are several instances of informal tone / the voice is flat / there are moments of bias and/or offensiveness.	6 - There are excessive repetitive phrases and/or words / there is an informal tone used throughout / there are strong moments of bias and/or offensive language / the grammar/syntax level compromises the tone.	5 - The tone is extremely: repetitive, informal, inappropriate, biased, flat, and/or offensive.	
Mechanics (20%)	MLA Conventions/Grammar/Syntax	20 - 18 Near perfect grammar, sentence structure and use of MLA guide.	16 - There are minor errors in one or two of the areas listed below, typically 5-10.	14 - There are several consistent errors in two or more of the areas listed below (typically between 8 - 15; however, it depends on what kind of errors).	12 - There are excessive errors in two or more of the areas listed below (typically between 15 - 20; however, it depends on what kind of errors).	10 - There are excessive errors in most sentences that compromise clarity.	
Areas to Improve:	GRAMMAR & SYNTAX: punctuation usage and identification of independent and dependent clauses (fragments, run-on sentences, comma splices, conjunctive adverbs, coordinating conjunctions, semi-colons and/or colons), missing words, incorrect verb tenses, verb-subject agreement, capitalization, homonyms, spelling, transitional phrasing, possessives					MLA Conventions: heading, paper format, internal citation (commas, quotations, parenthesis), block quoting.	
Revision (10%)	Revision	10 - 9 Excellent revision demonstrated. Thoughtful changes have been made / most minor errors have been corrected.	8 - Good revision efforts; however, more thoroughness was needed.	7 - While a rough draft is attached, there are no serious revision efforts apparent / only minor changes have been made.	6 - While a rough draft is attached, there are little to no revision efforts apparent.	5 - there is no material to assess revision.	

**TOTAL:**