

Name:

Class:

Essay:

Thesis Essay Standard Rubric:

This rubric, designed to assess analytical (thesis-based) writing, will be standard for the entire year. This way, there will be no evaluation surprises; the only difference will be a given essay's content.

Category	5 (Excellent)	4 (Very Good)	3 (Good)	2 (Needs Improvement)	1 (Poor/Incomplete)
Introduction: Background, Thesis Statement (MI, CI, DIs), Hint at RFS	Introduction creatively introduces the topic and main idea. Intriguing hint at the RFS.	Introduction effectively introduces the topic and main idea. Hint at the RFS.	Introduction introduces the topic and main idea. Hint at RFS may be missing.	Introduction could use some more background, and the main idea might be a little confusing. No hint at the RFS.	I have no idea what topic this paper plans to discuss, its purpose, or its overall significance.
Organization: Topic and Concluding Sentences, DQ integration	TS and CS are originally expressed and clearly introduce or end each paragraph; transition devices. No dropped quotations.	TS and CS are expressed and effectively introduce or end each paragraph; transition devices could use revision. 1 dropped quotation possible.	TS and CS are expressed and introduce or end each paragraph; transition devices need work. 2 dropped quotations possible.	One TS or CS is missing, hindering the essay's "flow". No transition devices. Multiple dropped quotations.	Multiple TS or CS missing, resulting in an ineffectively organized essay. Transition devices are an afterthought. Sundry and multitudinous dropped quotes.
Lead-Ins: Who, When, Where	Lead-ins creatively introduce the following detail and include all necessary information.	Lead-ins adequately introduce the following detail and include all necessary information.	Lead-ins introduce the following detail and include all necessary information, with one exception.	2-3 Lead-ins fail to include all necessary information for introducing the following detail.	Lead-ins? What are those? Quotes are not introduced and are simply presented to the audience.
Details: Relevancy and effectiveness	Details demonstrate a superb understanding of both the text and prompt via impeccable topical relevance.	Details demonstrate a solid understanding of both the text and prompt via their topical relevance.	Details demonstrate an understanding of both the text and prompt, with one exception.	2-3 Details fail to demonstrate an understanding of both the text and prompt.	Multiple details missing or completely irrelevant to the topic at hand.
Analysis and Interpretation: Relate details to DI and MI	Analysis insightfully connects each piece of evidence to the DI and MI. Goes well beyond the obvious.	Analysis effectively connects each piece of evidence to the DI and MI.	Analysis connects each piece of evidence to the DI and MI, with one exception.	Analysis fails to connect 2-3 pieces of evidence to the DI and MI.	Analysis restates the quote, misses the point, or is absent in multiple instances.
Conclusion: Restate MI, CI, and DIs in an organized manner	Conclusion is extremely well organized and restates the necessary information in a unique manner.	Conclusion is well organized and restates the necessary information in an interesting manner.	Conclusion is relatively organized and restates the necessary information in the same manner as the introduction.	Conclusion lacks organizational structure and would benefit from further revision. Fails to restate at least one of the required pieces of information.	The conclusion is either incomplete or missing.
Reach For Significance	The RFS reflects a mature thought process by creatively relating the topic to another literary work, real life, or calling the audience to action.	The RFS reflects a clear thought process which relates the topic to another literary work, real life, or calls to audience to action.	The RFS reflects some thought which relates the topic to another literary work, real life, or calls the audience to action.	The RFS is left vague and could express a more concise connection to another literary work, real life, or call the audience to action.	The RFS is either incomplete or missing.
MLA Format: Header, page numbers, parenthetical citations	No header, page number, or parenthetical citation issues. Works cited present ,if necessary	1-2 header, page number, or parenthetical citation issues. Works cited present ,if necessary, possibly with minor issues	3-4 header, page number, or parenthetical citation issues. Works cited present ,if necessary, possibly with minor issues	5-6 header, page number, or parenthetical citation issues. Works cited present ,if necessary, potentially with some major issues	Sundry and multitudinous header, page number, or parenthetical citation issues. Works cited absent , if necessary. Paper may be plagiarized.
Grammar and Spelling	No spelling or grammatical issues.	1-2 spelling or grammatical issues, generally minor in nature.	3-4 spelling or grammatical issues.	5-6 spelling or grammatical issues which obfuscate meaning.	Sundry and multitudinous spelling or grammatical issues which severely detract from meaning.
Word Choice	Scholarly diction! Efficacious phraseology. A veritable amalgam of the best words English has to offer. Consider me impressed.	Effective diction which exceeds expectations and avoids clichés and overly used words.	Fairly effective word choice which meets expectations and avoids clichés and overly used words.	Relatively repetitious and repetitious (see what I did there) word choice, resulting in a loss of clarity. Bolster your vocabulary and expression.	Word choice is incomprehensible or overly mundane and banal, predictable, hackneyed, etc.