**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.

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| **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. |