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| Claim | Excellent focus; clear & sophisticated writing. Makes a strong statement about why the passage is central to the novel. | Good focus; clear writing. Makes a statement about why the passage is central to the novel but could be more fully explored. | Somewhat focused, but may need clarity and/or complexity. Makes a statement about the passage but may not address why it is central to the novel. | Lacks focus and clarity. Does not include a statement about why the passage is central to the novel. |
| Paragraph Development /Analysis | Clear, focused topic sentences in-depth analysis and clear connection to thesis; carefully, thoughtfully and thoroughly examines the literary devices and quotes the passage; demonstrates a deep understanding of the larger ideas; focused throughout; smooth transitions. | Clear topic sentences; good analysis and connection to thesis is evident; examines several literary devices, but they could be more fully explored; quotes the passage, but may could include more specific references; demonstrates some understanding of the larger ideas; focused throughout; use of transitions may need work. | Topic sentences present, but may be unclear; may need a more logical way of explaining the literary devices; examines few literary devices; needs to more clearly explain the significance of the literary devices; may reference or summarize parts of the passage rather than quoting; ideas may lack focus or illustrate more than one main idea; weak transitions. | Unclear topic sentences; argument is not effectively explained; may include more than one main idea or undeveloped ideas; does not include or explain literary devices; does not quote the passage; weak transitions. |
| Conclusion | Effectively wraps up the paper by synthesizing the main points and showing that you understand how the literary devices / aspects work together to create meaning; clearly emphasizes the central idea. | Wraps up the argument by beginning to synthesize the main points and showing that you understand how the literary devices / aspects work together to create meaning but may need to go further in this; emphasizes the central idea but could be clearer in doing so. | Wraps up the argument but does not synthesize main points or show an understanding of how the literary devices / aspects work together to create meaning; names the central idea but needs to be clearer; may be too long or too short. | Abrupt or undeveloped; reader is left with many unanswered questions. |
| Style/Mechanics | Precise and polished language; proper citation format; minimal mechanical errors that do not distract. | Clear and appropriate language; minor citation errors; contains a few distracting mechanical errors. | Unclear and/or unpolished use of language; many citation errors; some mechanical errors that begin to distract from the meaning. | Contains many mechanical errors that distract from the meaning; missing citations. |