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|  | Excellent | Good | Satisfactory | Needs Improvement |
| Introduction | Smooth flow; appropriate length; introduces the author and text; clearly includes the literary tools that will be explored; ends with a clear claim. | Has a smooth flow through most of the paragraph; appropriate length; introduces the author and text, but may need a clearer way of doing so; includes most of the literary devices that will be explored; ends with a claim but it could be clearer. | Flow may be choppy; may be slightly too short or long; may introduce only one: the author or text; may not introduce the literary devices; may not end with a claim. | Choppy; too short or too long; does not introduce the author and text; does not introduce the literary devices; claim is unclear or missing. |
| Thesis/Claim | Excellent focus; clear, precise & sophisticated writing. Makes a strong statement about why the passage is central to the novel and how it enhances a particular theme. | Good focus; clear writing. Makes a statement about why the passage is central to the novel and how it enhances a particular theme 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 or how it enhances a particular theme. | Lacks focus and clarity. Does not include a statement about why the passage is central to the novel and how it enhances a particular theme. |
| Paragraph Development /Analysis | Clear, focused assertions that flow smoothly into well-integrated quotes; in-depth analysis and clear connection to thesis; carefully, thoughtfully and thoroughly examines the literary tools; demonstrates a deep understanding of the larger ideas; focused throughout; smooth transitions. | Clear assertions that flow into well-integrated quotes; good analysis and connection to thesis is evident; examines several literary devices but they could be more fully explored; 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 tools; quotes included but need to be better connected to the topic; examines few literary devices; needs to more clearly explain the significance of the literary devices; 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 tools; quote(s) are not connected or explained; weak transitions. |
| Support/Use of text | Uses excellent, clear examples and details to support ideas effectively.  | Uses some clear examples to support ideas; may need more convincing quotes for support.  | Support is present, but it is not fully developed or explained; some quotes are used, but may not support ideas effectively. | Support is general and leaves the reader with many questions; few quotes are used; they do not support the claim. |
| Conclusion | Effectively wraps up the paper, synthesizes ideas and ends with a strong final statement. | Wraps up the argument; good flow; final message could be stronger. | Wraps up the argument; may be too long or too short; weak lasting message. | Abrupt or undeveloped; reader is left with many unanswered questions. |
| Style/Mechanics | Essay includes precise and polished language; proper citation format; minimal mechanical errors that do not distract. | Essay includes clear and appropriate language; minor citation errors; contains a few distracting mechanical errors. | Essay includes unclear and/or unpolished use of language; many citation errors; some mechanical errors that begin to distract from the meaning. | Essay contains many mechanical errors that distract from the meaning; missing citations. |
| Understanding of the text | The essay reflects an excellent understanding of the deeper meaning of the text. | The essay reflects a good understanding of the deeper meaning of the text. | The essay reflects some understanding of the deeper meaning of the text. | The essay does not reflect an adequate understanding of the deeper meaning of the text. |