**Literary Analysis Rubric** Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- |
| **Introduction** | Grabs the reader’s attention with an engaging hook, introduces the topic with background information, the ideas narrow/funnel down to the thesis statement (the last sentence in the paragraph); the title of the work is *italicized* and the author is mentioned. |
| **10** | **8** | **6** | **4** |
| Thesis statement | There is a comprehensive thesis statement that addresses meaning and significance, as well as how it reflects on the thematic message of the novel as a whole. The thesis is (1) debatable, (2) provable, (3) not obvious, (4) specific, (5) uses an insightful inference to answer a question of “how?” or “why?” and (6) tells “so what?” |
| **12** | **10** | **8** | **6** |
| **Topic Sentences** | The topic sentences are related to the thesis and address the main idea being discussed in the paragraph. Topic sentences are conceptual (they answer a question of “how” or “why”) as opposed to plot summary.  |
| **10** | **8** | **6** | **4** |
| **Organization** | The body paragraphs follow a logical system of organization (topic sentences, lead-in, evidence, commentary/analysis, and clincher). Transitions are employed to make necessary connections. |
| **14** | **12** | **10** | **7** |
| **Evidence** | Specific references to the text suggest a thoughtful reading and show critical interpretation; not just plot summary; at least 2 direct quotes per body paragraph; quotes are contextualized and cited using MLA formatting.  |
| **16** | **13** | **10** | **8** |
| **Commentary/****Analysis** | Evidence is following by explanatory, critical analysis showing significance; avoids plot summary. |
| **20** | **15** | **12** | **10** |
| **Conclusion** | Restates the thesis in other words, summarizes the main ideas, and ends with an insight that leaves a lasting impression on the reader. |
| **10** | **8** | **6** | **4** |
| Mechanics/**Proofreading** | Language and tone is formal; has no typographical/spelling errors; sentences are punctuated correctly; has made a conscious effort to dead words and translation; utilizes literary present etc.  |
| **8** | **6** | **5** | **4** |