

**Literary Analysis
Essay Rubric**

The Secret Life of Bees literary analysis essay

Grading Criteria	A/B Range Upper Level	C Midrange	D/F Lower Level
<p>There is a strong argument with well supported details that can lead to insightful analysis. Literary terms are thoughtful. Minor errors in grammar and conventions. Paper presents original ideas and avoids clichés. Objective rather than subjective.</p>			
Paper			
Argument/ Reasoning (10 pts)	Essays are fully relevant. A response to the prompt is argued by the student. There's insight rather than plot summary. There is balance and depth in factual knowledge.	Some attempt at an answer to the prompt but it is weak or overly generalized. Events are presented and listed rather than argued or evaluated.	No attempt at answering the prompt is made. No insight given. No clear/identifiable thesis.
Evidence/Quotation/ Support (20 pts)	Evidence supports the thesis. Student presents a fresh perspective with the support that is used. Quotes are used to enhance the paper rather than serve as fillers. Proper analysis is drawn from the quotes to further the argument.	Support is given but is not adequate. No further connection is developed. Argument is addressed but no new information is presented. Only knowledge from class is incorporated rather than original ideas.	Support is not given or is lacking. Paper is opinionated and the support given is not relevant to the argument. Quotes are standing alone and not properly introduced. Plot summary is misused as support.
Organization (of thoughts) (10 pts)	Ideas have a clear and logical order (introduction that includes a thesis, the body paragraphs support the thesis and the conclusion brings closure rather than restates parts of the paper). Topic sentences are objective directs paragraphs. Transitional phrases are used effectively.	Student's ideas have some clear pattern demonstrating a beginning, middle and end. Ideas within paragraphs may lack clear connections to each other. Weak topic sentences. Inconsistent use of transitional phrases.	Ideas have no clear order or connection to each other. There is little or no clear logical progression of ideas. Lack of transitional phrases.
Audience/Voice(5 points)	Effective tone is used for the intended audience. Diction is precise and convincing. The paper doesn't simply use a synonym for a word that doesn't work in context.	Tone is adequate for the level of writing. There are inconsistencies with regard to the intended audience. Diction is adequate.	Tone is vague and the writing doesn't seem to address the appropriate audience. Essay seems forced as the tone becomes convoluted.
Formatting (5pts)	Proper MLA (page numbers, spacing, margins, etc) is used. Few errors in mechanics, grammar and punctuation are made. In text citations are accurate and are reflected appropriately in the Works Cited/Reference pages respectively. Nothing is in bold, excessive caps, etc. Paper is not justified or copied front and back.	There are some errors in MLA format. Whether it is the excessive spacing or the manipulation of margins. Some errors in grammar and mechanics. Inconsistencies with in text citation and Works Cited/Reference Page.	Little to no directions followed regarding: spacing, heading, citations, margins, font, and font size. Unforgivable errors in mechanics that detract the reader. Citations and Reference omitted altogether.