

Analytical Writing Rubric

	5	4	3	2	1	0
	Exceeds Grade Level	At or Above Grade Level	Meets Grade Level	Below Grade Level	Below Grade Level	Unacceptable— Rewrite Essay
THESIS	Thesis indicates clear sense of purpose and insightful or original perspective. Thesis guides the entire paper.	Thesis indicates a sense of purpose and addresses the prompt. Thesis guides the paper.	May be broad or general but addresses prompt. Thesis exerts some controls over paper.	Thesis attempts to address the prompt but gives no clear sense of purpose.	Thesis is undeveloped, factually based, or ignores the prompt.	Lacks a thesis.
REASONS & EVIDENCE	Substantiates thesis with a range of well-chosen evidence that is integrated smoothly and effectively. Knows when to use direct quotes or indirect paraphrasing appropriately.	Supports thesis with well chosen evidence. Quotes are integrated, but may not be as fluent or cohesive as a 5.	Provides related evidence. May sometimes show simplistic choices. Makes an attempt to give context for evidence.	Provides insufficient evidence; summarizes, oversimplifies, or contains errors.	Contains summary instead of evidence. Shows a significant misreading or misunderstanding of the text.	Lacks evidence.
ANALYSIS	Demonstrates thorough and logical reasoning. Interprets evidence with insight. Analysis communicates genuine engagement with the text.	Demonstrates logical and convincing reasoning. Shows a clear understanding of the topic, but may lack the insightful perspective of a 5.	Displays some logical reasoning though in places analysis may be predictable or not fully developed. Contains a basic understanding of the topic but may not contain insight.	Contains insufficient analysis. May rely on summary, lists, or descriptions in place of analysis. May misread or oversimplify the text.	Lacks coherent analysis. Displays simplistic response to the thesis. Suggests a major misunderstanding of text or prompt.	Lacks analysis.
ORGANIZATION OF PAPER & PARAGRAPHS	Demonstrates logical sequence of ideas within paragraphs and throughout the paper. Opens and closes with direct and clear focus on topic. Closes with a synthesis of ideas. Uses transitions well.	Demonstrates logical sequence of ideas throughout most of the paragraphs and the paper. Opens with a clear focus on topic; conclusion more than restates and uses transitions.	Demonstrates logical sequence of ideas with some breaks in unity; conclusion may simply restate thesis. Uses some transitions and paper is still focused.	May be lapses in the logical organization. Lacks transitions. Loss of focus.	Sequence of ideas or paragraphing is illogical. Conclusion may be undeveloped.	Lacks organization. Lacks a conclusion.
VOICE AND STYLE	Word choice is formal, sophisticated, and precisely communicates ideas. Style is appropriate for the purpose; sentence variety and command of language make the essay a pleasure to read.	Word choice is formal, precise, and effective. Shows some sentence variety; style is appropriate for the purpose and audience.	Voice should be formal and appropriate for academic writing. Shows some sentence variety and sophisticated vocabulary.	Word choice is simple, predictable and may be imprecise. Style may not be appropriate for purpose or audience. Lacks transitions. Little sentence variety.	Language is informal, vague and inaccurate; little sentence variety. Style is not appropriate for purpose or audience.	Language is confusing and inaccurate. No understanding of audience.

CONVEN- TIONS	No significant errors. Follows MLA format and citation conventions.	Minor errors that do not show systematic misunderstanding of a grammatical concept, but instead reflect inaccurate proofreading.	Occasional errors in grammar, word usage and other conventions, but they do not interfere with coherence or meaning.	Essay is coherent but flawed by frequent errors in conventions. May contain some awkward phrasing or faulty sentence structure.	Frequent errors create confusion and ambiguity. Contains flawed sentence structure and/or phrasing.	Numerous errors in most sentences which obscure meaning.
------------------	---	--	--	---	---	--