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| **The Junior Analytical Writing Rubric** | **Just Begins** | **Approaches** | **Meets** | **Exceeds** |
| **Ideas/Content: the essay:*** contains clear,valid, arguable, insightful thesis that addresses some nuances in the text
* convincingly explains

importance of thesis* uses MLA style to cite quotations accurately; quotations are elegantly integrated into the text; they are introduced, contextualized, and explained; evidence is accurate, relevant and sufficient, and in places particularly well-chosen
* analyzes author’s language effectively; contains appropriate and sufficient discussions of opposing views or alternate interpretations.
* shows clear understanding of the text with some insight into its nuances
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| **Organization*** Intro. draws reader in, establishes the topic and may contain an implicit thesis
* Concluding paragraph contains an element of discovery or surprise
* Multiple paragraphs develop the thesis

in a well-chosen order that gradually builds an argument* Essay consistently uses transitional phrases, clauses, and sentences to structure a coherent argument
* Body paragraphs are organized and develop one part of the overall thesis
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| **Voice*** Writer sometimes makes stylistic choices to make the voice distinctive
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| **Word Choice: The Essay uses:*** A level of vocabulary appropriate for the issue or text; varied and clear word choices; vivid verbs and specific nouns consistently, and adjectives and adverbs sparingly
 |  |  |  |  |
| **Sentence Structure: The essay*** Avoids sentence fragments, run-ons, and comma-splices, uses: openers and closers for variety, and uses a variety of phrases and sentence types
* Uses: the active voice; subject-verb split position for variety; a variety of clauses; deliberately uses passive voice/sentence errors as a rhetorical choice
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| **Mechanics: the essay*** Punctuates phrases correctly; avoids errors in subject/verb, pronoun/ antecedent agreement and parallelism
* Shows evidence of proofreading
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