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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 |  |  |  |  |
| **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 |  |  |  |  |
| **Voice**   * Writer sometimes makes stylistic choices to make the voice distinctive |  |  |  |  |
| **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 |  |  |  |  |
| **Mechanics: the essay**   * Punctuates phrases correctly; avoids errors in subject/verb, pronoun/ antecedent agreement and parallelism * Shows evidence of proofreading |  |  |  |  |