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| **10TH GRADE PBA RUBRIC** | | | | | | |
|  | **Thesis** | **Evidence** | **Analysis** | **Organization** | **Grammar/Mechanics/Format** | **Presentation** |
| **4-Exceeds Expectations** | -Thesis asserts a specific, original, skillfully worded argument about a particular aspect of the text (a literary device)  -Thesis explains the significance of the argument in broader context (of the novel or as a social commentary) (has a “so what”)  -Intro logically and expertly builds up to thesis  -Thesis is included as the last sentence or two sentences of the intro | -Every paragraph contains highly relevant, skillfully chosen quotes from the text  -Quotes are edited down to include only what is needed  -All quotes are properly and artfully introduced  -All quotes are properly cited, and formatted | -Each quote is insightfully and thoroughly analyzed, with close attention to language  - Demonstrates sophisticated understanding of literary devices and elements  -The analysis relates to/supports topic sentences and thesis in a clear and meaningful way  -Paragraphs include argument throughout | -Each paragraph contains a nuanced, specific argument, expressed clearly in the topic sentence  -All topic sentences contain transitions  -The essay progresses logically and thoughtfully; paragraphs build off of one another naturally  -Paragraphs are complexly varied and not repetitive, progressing while still relating to the original thesis  -Paragraphs are an appropriate and relatively uniform length | -Perfectly formatted: Times New Roman, 12-point font, double spaced, title centered, etc. (teacher specifications may vary slightly)  -Proper spelling and grammar, and advanced vocabulary, are used throughout  -Artful and varied sentence structure without comma splices, fragments, fused sentences, etc.  -Formal language is used throughout: no personal pronouns, contractions, etc.  -thoughtful and limited use of “to be” verbs, and no ambiguous word choices | -Articulates and elaborates upon ideas with authority and insight  -Demonstrates command of texts and sources  -Demonstrates ability to profoundly apply knowledge to a broader context  -Is highly prepared and organized  -Demonstrates ability to respond knowledgeably to spontaneous questions |
| **3-Meets Expectations** | -Thesis asserts a specific, clear argument about a particular aspect of the text (a literary device)  -Thesis addresses the significance of the argument in a broader context (of the novel or as a social commentary) (has a “so what”)  -Intro logically builds up to thesis  -Thesis is included as the last sentence or two sentences of the intro | -Every paragraph contains relevant, well-chosen quotes from the text  -All or almost all quotes are properly introduced  -All quotes are properly cited, and formatted | -Each quote is sufficiently analyzed, with some attention to language  -Demonstrates strong understanding of literary devices and elements  -The analysis relates to/supports topic sentences and thesis clearly  -Paragraphs include some argument | -Each paragraph contains a specific argument, expressed in the topic sentence  -All or almost all topic sentences contain transitions  -The essay progresses logically; paragraphs seem to build off of one another  -Paragraphs are varied and not overly repetitive, while still relating to the original thesis  -Paragraphs are an appropriate and relatively uniform length | -Perfectly formatted: Times New Roman, 12-point font, double spaced, title centered, etc (teacher specifications may vary slightly)  -Proper spelling and grammar, and appropriate vocabulary, are used throughout  -Proper sentence structure; no or almost no comma splices, Fragments, fused sentences, etc.  -Formal language is used throughout: no or almost no personal pronouns, contractions, etc.  -occasional use of “to be” verbs or ambiguous word choices | -Articulates and elaborates upon ideas clearly  -Demonstrates understanding of texts and sources  -Demonstrates ability to apply knowledge to a broader context  -Is prepared and organized  -Demonstrates ability to respond clearly to spontaneous questions |
| **2-Approaches Expectations** | -Thesis asserts an argument about an aspect of the text; may be overly broad, unclear, or unoriginal  -Thesis fails to clearly address the significance of the argument, lacking a clear “so what”  -Intro builds up to the thesis, perhaps minimally, unclearly, or insufficiently  -Thesis is included as the last sentence or two sentences of the intro | -Every paragraph contains quotes from the novel, but some quotes may be irrelevant or overly long  -Some quotes lack proper introduction  -Some quotes lack proper citations or formatting | -Quotes are analyzed, sometimes insufficiently, inaccurately, or without enough attention to language  -Demonstrates some understanding of literary devices and elements  -The analysis may be overly plotty or disconnected from thesis/topic sentences  -Paragraph has argument only in topic sentence | -Arguments in some topic sentences, and therefore paragraphs, may be unclear or absent  -Some topic sentences are missing transitions or transitions are unclear  -The essay progresses basically or illogically  -Paragraphs may be repetitive  -Paragraphs may not clearly connect back to thesis  -Some paragraphs are overly long or overly short | -Some formatting errors, and does not comply with teacher specifications  -Some grammar and spelling issues throughout  -Occasionally inappropriate vocabulary  -Some sentences include comma splices, fragments, fused sentences, etc.  -Some informal language is included, such as personal pronouns, contractions, etc.  -overuse of “to be” verbs and ambiguous word choices | -Simply articulates ideas  -Demonstrates some understanding of texts and sources  -Demonstrates emerging ability to apply knowledge to a broader context  -Lacks some preparation and organization  -Struggles in responding to spontaneous questions  -Briefly explains ideas |
| **1-Needs More** | -Thesis entirely lacks argument; either there is no thesis, or the thesis is just a re-telling of the novel  -the intro does not adequately build up to thesis  -Thesis is missing or misplaced within the intro | -Many paragraphs lack sufficient textual evidence; evidence is either missing or completely irrelevant  -Quotes appear to have been lifted from online rather than the book  -Nearly all quotes lack proper introduction  -Nearly all quotes lack proper citations | -Quotes are insufficiently or inaccurately analyzed, or not analyzed at all  -Demonstrates little or no understanding of literary devices and elements  -The analysis is plot re-tell only, contains no argument, and bears little relevance to topic | -Topic sentences do not contain arguments  -Topic sentences do not contain transitions  -the organizational scheme of essay is not evident  -Paragraphs are repetitive and bear no apparent connection to intro  -Many paragraphs are overly long or overly short | -Some formatting errors, and does not comply with teacher specifications  -Many grammar and spelling issues throughout  -frequent inappropriate vocabulary  -Many sentences include comma splices, fragments, fused sentences, etc.  -Much informal language is included, such as personal pronouns, contractions, etc.  -no effort made to restructure sentences, to eliminate “to be” verbs or other ambiguous word choices | -Lacks articulation and elaboration  -Demonstrates little or no understanding of texts and sources  -Demonstrates little or no ability to apply knowledge to a broader context  -Is unprepared and disorganized  -Responds minimally, or not at all, to questions  -Does not explain ideas |

4: at least 3 categories receive a 4, and none receive a 2 or 1 (A range)

3: at least 4 categories receive a 3, and none receive a 1 (B range)

2: any other passing score combination not listed (C or D range)

**Extended Literary Analysis Paper:** A 3-5 page literary analysis essay that asserts and defends an argument about a specific aspect of a text or multiple texts.

1: at least 3 categories receive a 1 (Failing)

\*If your essay is plagiarized, you will automatically receive a 1 and therefore not pass.

\*If you are late or miss your appointment, you will NOT be given another chance to present, will receive a 1 in

the presentation category, and therefore cannot receive higher than a 2 overall.