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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.