Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Exceeding Standards** | **Exceeding Standards** | **Meeting Standards** | **Approaching Standards** | **Not Meeting Standards** |
| **Literary analysis papers must fulfill terms of the individual instructor’s assignment and exhibit no evidence of plagiarism.** | | | | |
| **Literary Terminology** | | | | |
| Mastery of literary terminology  **Learning Outcome 1** | Good use of literary terminology | Acceptable use of literary terminology | Inadequate use of literary terminology | Little or no use of literary terminology |
| **Thesis Statement** | | | | |
| Strong thesis statement  **Learning Outcome 2** | Good thesis statement | Adequate thesis statement | Recognizable thesis with serious flaws | No thesis |
| **Organization and Textual References** | | | | |
| Strong organization, development, and textual references and explanations | Good organization, development, and textual references and explanations | Adequate organization, development, and textual references and explanations | Evidence of effort, but poor organization, development, and /or textual references and explanations | Little or no development,  organization, and/or textual references and explanations |
| **Genre’s Conventions** | | | | |
| Strong understanding of genre’s conventions | Good understanding of genre’s conventions | Basic understanding of genre’s conventions | Little evidence of understanding of genre’s conventions | Serious errors in and/or no understanding of genre’s conventions |
| **Analysis and Insight** | | | | |
| Strong analytical skills demonstrated by clarity, insights, and depth of thought in literary interpretation | Good analytical skills and evidence of critical thinking in literary interpretation | Adequate analytical skills and evidence of critical thinking in literary interpretation | Evidence of effort, but irrelevant and/or confused thinking, faulty logic | Substantial errors in expression of thought, meaning obscured, little or no explanation |
| **Research When Required** | | | | |
| Diverse and well-integrated scholarly research when required | Good scholarly research when required | Adequate scholarly research when required | Inadequate or incorrectly applied research when required | Little orno research when required |
| **MLA Documentation and Formatting** | | | | |
| Skillful and correct use of MLAdocumentation and paper format | Few errors in MLA documentation and paper format | Some errors in MLA documentation and paper format | Consistent errors in MLA documentation and paper format | Consistent and substantial errors in MLA documentation and paper format |
| **Grammar, Sentence Structure and Style** | | | | |
| Highly correct grammar, sentence structure, and style | Few grammatical errors, meaning clear; serviceable to good sentence structure and style | Some grammatical errors, meaning clear; serviceable to good sentence structure and style | Serious grammatical errors, obscuring meaning; weak sentence structure and weak sense of style | Many egregious grammatical errors, obscuring meaning; poor sentence structure and little orno sense of style |
| **Grade of A** | **Grade of B** | **Grade of C** | **Grade of D** | **Grade of F** |