|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Senior English Comparative Analysis Rubric** | | | | |
|  | **5 Exceeds Standard** | **4.25 Meets Standard** | **3.5 Approaches Standard** | **3 or Below- Below Standard** |
| **Thesis**  **/15** | * Focused and clear thesis * Comparative argument has depth and complexity * Thesis well-proven in paper | * Clear thesis * Comparative argument is present, but lacks depth * Thesis adequately proven in paper | * Thesis present, but lack clarity * Attempts to make a comparative argument * Attempts to prove thesis in paper | * Thesis undeveloped or unclear * Lacks a comparative argument * Thesis not proven in paper |
| **Evidence**  **/30** | * Choice of specific evidence (quotes) is exceptional * Includes appropriate context for evidence * Evidence is well developed for both aspects of comparison * Evidence clearly supports analysis and thesis | * Choice of specific evidence (quotes) is adequate * Context is present but at times inconsistent * Evidence is developed for both aspects of comparison * Evidence is connected to analysis and thesis, but connections could be more developed | * Choice of evidence lacks specificity; uses too much summary; at times inaccurate * Attempts to use context , but often too much or too little used * Evidence not evenly developed for both comparative aspects * Evidence at times seems disconnected from analysis and thesis | * Lacks evidence; mostly inaccurate evidence * Evidence vague * Evidence is off topic |
| **Analysis**  **/30** | * Analysis has depth and accuracy * Analysis is clearly connected to comparative argument at all times * Analysis is used to clearly connect evidence to thesis argument | * Analysis is accurate, but lacks depth at times * Analysis is connected to comparative argument * Analysis generally connected to evidence presented | * Analysis at times undeveloped; overly summative, inaccurate, or unclear * Analysis present, but at times not clearly focused on comparative argument * Analysis and evidence lack a clear connection | * Analysis undeveloped; overly summative, inaccurate, or unclear * Analysis does not support comparative thesis * Does not make connections between analysis and evidence |
| **Style/ Organization/**  **Conventions**  **/15** | * Words convey message clearly   and precisely; strong word choice   * Sentences are well built with strong /varied structure * Consistently strong BTSs/CSs * Quotations are always fluently integrated * Paragraphing highly fluent & reinforces the organizational structure * Creative intro paragraph hooks interest and poignant conclusion provides resolution * Use of creative/appropriate transitions between thoughts, sentences & ¶s; fluent * Accurate spelling, grammar, and punctuation | * Words convey message clearly; adequate word choice * Sentences are adequate with some varied structure * Adequate BTSs/CSs * Quotations are consistently integrated * Paragraphing generally fluent & reinforces the organizational structure      * Intro paragraph hooks interest and conclusion provides resolution * Use of appropriate transitions between thoughts, sentences & ¶s; some fluency issues * Accurate spelling, grammar; some punctuation errors | * Simplistic/informal word choice * Sentences are at times awkward; some run-ons or fragments * BTSs/CSs sometimes lack connection to the thesis * Integration of quotations is sometimes awkward * Paragraphing unclear at times & impedes the organizational structure * Simplistic intro and conclusion paragraphs * Use of choppy transitions between thoughts, sentences & ¶s; essay lacks fluency * Some spelling, grammar and punctuation errors | * Word choice impedes readability; word choice is weak * Sentences are awkward; many run-ons or fragments * BTSs/CSs are weak or missing * Evidence is rarely fluently integrated or not integrated at all * Paragraphing unclear or missing & no clear organizational structure * Intro and conclusion paragraphs are weak or missing * No clear transitions between thoughts, sentences & ¶s; essay is disjointed and choppy * Many spelling, grammar and punctuation errors |
| **MLA**  **/10** | * Accurate MLA citations used at all times * Accurate MLA Works Cited | * Few errors in formatting of MLA citations; always present when needed * Few errors in MLA Works Cited | * Several errors in formatting of MLA citations; some needed citations missing * Several errors in MLA Works Cited | * Many errors in formatting of MLA citations; many needed citations missing * Many errors in MLA Works Cited |

**TOTAL : /100**

**GRADE:**