Rubric for Evaluating Analytic Papers by Seniors Majoring in English
(Developed Fall 2007)

A. Writing

1. The introduction is rhetorically effective, sets the context for the paper, and presents a specific thesis.
      Excellent   Good   Adequate   Poor   Very Poor

2. The thesis is focused on throughout the paper, with paragraphs relating to the thesis/main idea.
      Excellent   Good   Adequate   Poor   Very Poor

3. Paragraphs are focused and have topic sentences as appropriate.
      Excellent   Good   Adequate   Poor   Very Poor

4. Transitions are used appropriately between sentences, paragraphs and sections.
      Excellent   Good   Adequate   Poor   Very Poor

5. The conclusion does not simply restate the thesis, but brings the parts of the essay together and provides closure.
      Excellent   Good   Adequate   Poor   Very Poor

6. The prose evidences mastery of style; including concision, clarity, diction, and elegance.
      Excellent   Good   Adequate   Poor   Very Poor

7. Problems with word choice, grammar or punctuation do not distract the reader or damage the writer's credibility.
      Excellent   Good   Adequate   Poor   Very Poor

B. Close Reading

1. The paper provides a detailed analysis that discloses the intricacies of a text, for example through attention to word choice, figures of speech, tone, point of view, narrative structure, etc.
      Excellent   Good   Adequate   Poor   Very Poor   N/A

2. The writer recognizes literary forms and conventions as necessary or appropriate.
      Excellent   Good   Adequate   Poor   Very Poor   N/A

3. The writer formulates a plausible reading of the text.
      Excellent   Good   Adequate   Poor   Very Poor   N/A

4. The paper uses textual detail appropriately to construct the argument.
      Excellent   Good   Adequate   Poor   Very Poor

C. Disciplinary conventions

1. The writer presents the critical project as analytical rather than evaluative or immediately moral/didactic.
      Excellent   Good   Adequate   Poor   Very Poor

2. The writer situates texts historically or culturally, for example associated with a particular literary tradition or historical period.
      Excellent   Good   Adequate   Poor   Very Poor   N/A

3. The writer approaches the text as a mediated construction--for example by literary form, cultural convention or ideology.
      Excellent   Good   Adequate   Poor   Very Poor   N/A

4. The writer can engage with and evaluate secondary sources.
      Excellent   Good   Adequate   Poor   Very Poor   N/A

Overall Competence:
Highly Competent (Excellent + Good)   Competent (Adequate)   Not Competent (Poor + Very Poor)

George Mason University