

Name_____

Prompt/Topic_____

MOORPARK COLLEGE ENGLISH DEPARTMENT GRADING CRITERIA for Literary Analysis Essays

	A	B	C	D/F
Thesis	Clear, specific, original, significant, insightful. Interprets theme or other literary elements.	Clear and purposeful. Interprets theme or other literary elements.	Relates to themes or literary elements of primary work. Is not sufficiently interpretative.	Unclear or vague. Not analytical or interpretative. Lacks a thesis; does not address assigned topic.
Organization	Logical, creative organization; fluid transitions.	Logical organization.	Some evidence of organization; clear beginning, middle, and end.	Poorly structured or disordered. Lacks clear paragraph breaks, transitions.
Development	Paragraphs thoroughly developed; clear contextualization; rich variety of convincing reasons, explanations, examples, illustrations; concrete, powerful details.	Fully developed with supporting reasons, explanations, examples, illustrations, context; relevant, specific details.	Gives supporting reasons and examples, but may not be sufficiently contextualized or fully developed. Some plot summary.	Underdeveloped; lack or errors in concrete detail; irrelevancies, redundancies, filler. Relies on plot summary rather than analysis of literary elements or themes. May not meet length requirement. May not be logically reasoned.
Information Literacy	Primary and, if applicable, secondary source material is of the highest quality and is sufficient in amount; thorough and creative use of varied source material.	Primary and, if applicable, secondary source material is of good quality and amount; appropriately varied and thorough source material.	Primary and, if applicable, secondary source material is of acceptable quality and amount.	Insufficient number of sources or amount of source material used. Secondary sources are inappropriate (dubious credibility, insufficient in number, irrelevant). Material is plagiarized (quotation marks not used, insufficient paraphrases, unattributed summaries). A plagiarized essay will receive an overall grade of 0.
Analysis	Quotations, summary, and paraphrases are deftly analyzed or interpreted. Material from primary and secondary sources is thoroughly integrated into student's argument.	Quotations, summary, and paraphrases are analyzed or interpreted.	Quotations, summary, and paraphrases are commented upon simplistically.	Source material does not support student's argument, is not sufficiently interpreted, is not coherently integrated into argument.
Standard Written English	Mastery of conventions of edited Standard English. Literary present tense consistently used.	Observes rules of Standard Written English. Literary present tense used for the most part.	Contains some errors. Inconsistent use of literary present tense.	Unclear, incoherent, confusing. Frequent distracting errors. Lack of literary present tense.
MLA: Quotations	Quotations correctly introduced, punctuated, and formatted (long quotations are blocked, poetic line breaks are indicated with slashes, etc.).	Quotations are correctly introduced, punctuated, and formatted in most instances.	Some errors in quotation formatting (dropped quotations, failure to block long quotes, punctuation errors).	Frequent, significant errors in quotation formatting.
MLA: Citations	Parenthetical citations used correctly. Works Cited page follows MLA guidelines; very minor, if any, formatting errors.	Parenthetical citations and Works Cited page are mostly correct. Minor errors do not deter from comprehensibility of citations.	Some errors exist in parenthetical references and Works Cited page. Parenthetical references may not coordinate well with Works Cited entries.	Parenthetical citations are frequently absent or inaccurate; many errors or omissions in content and formatting of Works Cited entries. Missing Works Cited list.

Overall Letter Grade_____

Points_____