Interpretation

6 – Thoughtful and accurate analysis of examples, and insightful connections between examples and relevant principles from the chosen school of criticism.

5 – Clear and accurate analysis; addresses connections.

4 – Primarily accurate analysis; establishes connections

3 – Some accurate analysis; a little recognition of connections.

2 – Little accurate analysis; little or no connections.

1 – No accurate analysis; no recognition of connections.

Development

6 – Ample convincing evidence from the passage to support analysis. Ideas thoroughly explained. Clear and consistent focus on analysis.

5 – Sufficient convincing evidence. Ideas clearly explained. Usually maintains focus on analysis.

4 – Some valid evidence. Ideas adequately explained. Maintains focus on appropriate ideas.

3 – A little valid evidence. Ideas somewhat explained. Usually focuses on appropriate ideas. Analysis rarely replaced with summary.

2 – Little and only weak evidence. Explanations are unclear or incomplete. Sometimes focuses on appropriate ideas. Analysis sometimes replaced with summary.

1 – No evidence from the text for valid claims. Very little focus on appropriate ideas. Analysis usually replaced with summary.

Organization

6 – Unified and coherent with logical progression. Effective transitions. Clear introduction that engages with ideas of other critics. Conclusion expands ideas.

5 – Coherent with some logical progression. Clear transitions. Clear introduction that attempts to engage with ideas of other critics. Conclusion attempts to expand ideas.

4 – Ideas logically grouped with some transitions. Clear, somewhat developed introduction and conclusion. Introduction mentions other critics, but fails to show any separation from those critics.

3 – Simple with most ideas logically grouped. Few transitions. Underdeveloped introduction and brief conclusion. Introduction mentions other critics, but their opinions are irrelevant to the essay.

2 – Simple with some ideas logically grouped. Few transitions. Brief introduction and maybe a brief conclusion. Introduction does not mention other critics. Conclusion merely restates.

1 – Little or no evidence of logical grouping. Very brief introduction. May have no conclusion.

Language

6 – Well-constructed sentences with precise word choice. Appropriate voice and tone throughout. Errors do not distract or change the meaning.

5 – Well-constructed sentences and some precise word choice. Mostly appropriate voice and tone. Errors are rarely distracting and do not change the meaning.

4 – Sentences and word choice are usually clear and adequate. Appropriate voice and tone, but not consistent. Some distracting errors. Meaning is usually clear.

3 – Most sentences are clear and word choice is general. Voice and tone somewhat appropriate and inconsistent. Errors are distracting and occasionally prevent understanding.

2 – Some sentences are clear and word choice is basic. Inconsistent and possibly inappropriate voice and tone. Errors are frequently distracting and sometimes prevent understanding.

1 – A few sentences are clear. Inappropriate voice and tone. Errors are frequently distracting and make understanding difficult.

Revision

Each score includes effective use of the revision methods listed in the lower categories.

6 – Student shows personal interest in the quality of the work by further developing the ideas and content presented in the essay.

5 – Independent use of at least one revision strategy from class.

4 – Effectively revised according to the organization document. Effective revision of transitions between paragraphs and conclusion.

3 – Effective revision based on my feedback and feedback from classmates. Effective revision of mechanical errors. Attempted to revise according to the organization document.

2 – Revision of mechanical errors and minor revision based on my feedback.

1 – Attempted revision of primarily mechanical errors.

Requirements for self-assessment:

* Assign yourself a score for each of the five categories.
* Find two examples from your essay per category.
* Briefly explain how each example proves you deserve the score you gave yourself.