

Program: \_\_\_\_\_ Associate of Arts/General Studies (SAS)  
 PLO Number: \_\_\_\_\_ **PLO 1: Written Fluency (all rows); PLO 7: Information Literacy (row 6 only)**  
 Course #/Title: \_\_\_\_\_ ENGU 104: Critical Thinking and Writing about Literature  
 Assignment Title: \_\_\_\_\_ Literary Research Paper  
 Week Assessment Occurs: \_\_\_\_\_ Eight  
 Total Points for Assignment: \_\_\_\_\_ 250

**Directions:**

Enter performance levels B1 – E1.

Enter criterion in A2 – A6.

Enter Points and Description for each criterion in B2 – E6 (Note: The number of criterion can vary. In this template, there are 5 criteria.)

	(A)	(B)	(C)	(D)	(E)
		<b>EXEMPLARY</b>	<b>PROFICIENT</b>	<b>DEVELOPING</b>	<b>EMERGING</b>
(1)	<b>Intro Paragraph /Thesis Statement (30)</b>	30 Engaging opening introduces the essay's general topic and inspires thinking about that topic; logically proceeds to thesis; thesis is an easily identifiable, well-phrased argument that assesses the text and addresses a specific idea to be analyzed and proven in the essay; the idea offered in the thesis reflects sound critical, analytical thinking; title and author of work are appropriately referenced.	26 Generally engaging opening introduces the essay's topic but may not inspire thinking about the topic; transition to thesis is present but may be vague; thesis is an easily identifiable argument that addresses a specific idea to be analyzed and proven in the essay; the idea offered in the thesis reflects sound critical, analytical thinking; title and author of work are appropriately referenced.	21 Opening is functional but too brief and/or simplistic, essay's topic is apparent but needs to be developed to engage the reader; there may be abrupt transitions from first sentences to thesis statement; thesis is present but may be general, vague, or imprecisely phrased; thesis may not directly address the prompt (though still articulates an argument that assesses the text).	18 Opening is ineffective, poorly organized, and undeveloped (inappropriately brief); thesis may summarize plot point rather than present an argument about text; thesis may not address the prompt at all; author and/or title of text may not be referenced at all or improperly (i.e. only author's last name, title incorrectly formatted).
(2)	<b>Body Paragraphs /Organization (30)</b>	30 Each topic sentence clearly connects to the thesis statement and offers an identifiable, well-phrased idea to be proven in the paragraph; concrete details are well-chosen and incorporated; paragraphs are well-organized to	26 Each topic sentence generally connects to the thesis but in one or more topic sentences the main idea may need to be clarified; concrete details are generally well-chosen though some may be irrelevant or insufficient as	21 Topic sentences are present but more than one is weak in the following areas: main idea not discernible; a fact about the text is summarized; unclear connection to thesis. Concrete details are present but provide	18 Topic sentences may be absent or consistently lack focused ideas, either offering general, irrelevant comments or stating facts about the text; there is a weak or no discernible argument or point guiding the essay;

	create a coherent, carefully developed and supported argument; transitions between ideas are logical and each idea builds on the preceding; writer maintains focus and control of argument so that the point of each paragraph is always clear.	evidence to effectively support the thesis and/or topic sentences; paragraphs are generally well-organized, though some transitions may be awkward and there may be gaps in the development of ideas; the point of most paragraphs is clear.	insufficient evidence to support topic sentences and/or are irrelevant. Lack of coherent organization within individual paragraphs or from one paragraph to the next; abrupt transitions may impede smooth flow of ideas; essay may lack consistent focus and control of argument; paragraph(s) may lack clear point(s); content of paragraphs does not consistently support or connect with thesis and/or topic sentences.	concrete details are absent or insufficient; consistent lack of coherent organization of ideas within paragraphs and from one paragraph to the next; points of paragraphs are unclear.
(3)	<p><b>Literary Analysis (70)</b></p> <p>70</p> <p>Writing reflects a critical, analytical understanding of the text; through clear reasoning, writer draws sophisticated, insightful inferences from concrete details to support the connected ideas of the topic sentences and thesis statement; inferences are developed so that all claims and points made are well-supported and persuasive; analysis focuses on both thematic and stylistic elements of the text, demonstrating writer's ability to interpret the function of literary devices in the service of thematic meaning; appropriate balance of quoted material and writer's analysis; writer is clearly engaged with and moved by his/her thinking process.</p>	<p>56</p> <p>Writing generally reflects a critical, analytical understanding of the text but may be uneven; inferences demonstrate interpretive ability but could be developed further to better explain significance of detail and support thesis and/or topic sentences; a few claims may be vague, generalized, or lacking in support; analysis is clear but could be stronger through focus on stylistic elements that create thematic meaning; there may be some imbalance between quoted material and writer's analysis.</p>	<p>49</p> <p>Writing demonstrates basic comprehension of the text but not necessarily a critical, analytical understanding of it, as reflected by one or more of the following: lack of focused, developed idea guiding essay; interpretive analysis which is inconsistent or unsubstantiated; frequent summary of plot details that retell the story; restating the content of cited concrete details rather than drawing significant inferences about sub-textual meaning; little or no analysis of how stylistic elements of the text create meaning. Writing marked and weakened by frequent generalizations, unsupported claims, assumptions, or vague statements.</p>	<p>42</p> <p>Writing demonstrates some awareness of textual details but does not demonstrate a critical, analytical understanding of the text; points made are mostly vague and unsubstantiated; the essay lacks focus; there is no literary analysis present.</p>
(4)	<p><b>Language Style /</b></p> <p>30</p>	<p>26</p>	<p>21</p>	<p>18</p>

	<b>Voice (30)</b>	Writing is academic in tone, demonstrating a clear sense of purpose and audience; vocabulary and phrasing are academically appropriate, persuasive, and sophisticated; writer's voice is evident -- confident and sophisticated.	Writing is generally academic in tone; vocabulary in some places may be simplistic or ineffective; writer's voice may not be consistently persuasive but is discernible; writing demonstrates some awareness of audience and persuasive purpose.	Writing tends to be mechanical in tone; vocabulary tends to be simplistic, marked by instances of informal or imprecise diction; writer's voice is not discernible in the essay; writing demonstrates inconsistent awareness of persuasive purpose.	Writing is mechanical in tone; vocabulary is simplistic and/or inappropriate; writer's voice is not discernible in essay; writing demonstrates no awareness of persuasive purpose.
(5)	<b>Mechanics (50)</b>	50 Essay's sentences are marked by varying opening words and structure; effective syntax and grammar demonstrate a mastery of writing conventions and serve the author's purpose; absence of misspellings, punctuation errors.	40 Essay's sentences are generally effective but may lack appropriate variety (some repeated opening words and structure); syntax and grammar may be awkward in places (but do not impair meaning); a few misspellings (but do not impair meaning).	35 Essay's sentences lack variety (frequently repeated opening words and sentence structure); awkward syntax and grammar confuse writer's point and may impair meaning; misspellings, contractions, fragments, referring to "you" diminish academic nature of the writing and distract reader.	30 Essay's sentences reveal frequent syntax, grammar, or misspelling errors that impair meaning; contractions, fragments, referring to "you" diminish academic nature of the writing and distract reader.
(6)	<b>Information Literacy (40)</b>	40 Effectively integrates credible academic sources into essay; proper use of MLA guidelines for in-text citations; accurate Work Cited page; essay uses at least four reliable, authoritative secondary sources.	32 Integrates credible academic sources into essay; proper use of MLA guidelines for in-text citations which may contain minor errors; accurate Work Cited page which may contain minor errors; essay uses at least four reliable, authoritative secondary sources.	28 Integrates credible academic sources into essay; adherence to MLA guidelines may be inconsistent (but does not compromise the integrity of the essay); Work Cited page may contain consistent errors (which do not compromise the integrity of the essay); essay uses at least three reliable, authoritative secondary sources.	24 Does not consistently or integrate credible academic sources into essay; inconsistent adherence to MLA guidelines (which may compromise integrity of the essay); inaccurate Work Cited page (which may compromise integrity of essay). Essay does not use at least three reliable, authoritative secondary sources.