Analysis Paper Writing Rubric

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|  | **“A”** | **“B”** | **“C”** | **“D”** |
| **Critical Analysis** | - Excels in responding to assignment, and demonstrates mastery of course concepts and materials  - Thesis presents a clear, focused, and compelling argument  - Paper recognizes the complexities of its argument throughout the analysis | - Responds appropriately to the assignment, demonstrates clear understanding of course concepts and materials  - Good argument, clearly articulated in thesis, though might need refining  - Begins to acknowledge the complexities of its argument | - Doesn’t fully respond to the assignment, demonstrates some misunderstanding of course concepts and materials  - Paper has a weak argument, thesis is too general  - Doesn’t acknowledge other views | - Doesn’t respond to the assignment, disconnected from course concepts and materials  - Argument is unclear,  - Thesis is vague or unclear |
| **Evidence and Support** | - Argument is thoroughly supported by strong, specific and appropriate evidence  - Evidence is clearly introduced, analyzed and connected to the argument | - Paper’s argument is supported by relevant evidence, though not always the strongest or specific quotations  - Analysis of evidence needs further development | - Paper’s argument is supported by limited evidence  - Connections between argument and evidence are somewhat unclear | - Paper needs more evidence, or the evidence that is present is misconstrued or misrepresented  - Unclear connections between evidence and argument |
| **Structure** | - Paper flows logically to craft a cohesive argument  - Paragraphs clearly guide the reader through a progression of ideas  - Uses transitional sentences to develop strong relationships between ideas | - Generally well-constructed flow of ideas  - Paragraphs are ordered thoughtfully, each paragraph relates to the central argument  -Transitional sentences create a logical progression of ideas | - Paper jumps from one idea to the next, lacking a clear structure  - Occasional connection of ideas between paragraphs  - Simple sequential rather than transitions based on logic | - Paper wanders from one idea to the next, making it difficult to distill the argument  - Limited connection of ideas between paragraphs  - Paragraphs may lack topic sentences or connection of ideas |
| **Style** | - Displays a unique critical voice  -Style fits the paper’s audience  - Chooses words carefully, for their precise meaning | - Displays a clear critical voice  - Style is conscious of paper’s audience  - Uses words effectively, if too generally at times | - Displays a generic critical voice  - Style occasionally displays awareness of paper’s audience  - Sentence structure and word choice are frequently too unfocused, wordy or confusing | - Critical voice is unclear  - Style isn’t appropriate for the paper’s audience  - Simple, awkward or monotonous sentence structure and word choice |
| **Mechanics and Citation** | - Almost entirely free of spelling, grammar, and punctuation errors  - All sources are cited correctly | - May contain few spelling, grammar, or punctuation errors, but they don’t impede understanding  - Sources cited correctly and completely | - Several spelling, grammar, or punctuation errors that distract the reader  - Minor citation errors | - Contains many spelling, grammar or punctuation errors  - Incomplete citations |