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 |