

### Skyline College Literature Essay Rubric

	<b>Needs Work</b>	<b>Adequate</b>	<b>Good</b>	<b>Excellent</b>
<b>Assignment Fulfillment</b>	Essay does not respond to the assignment and/or fails to fulfill the requirements. Essay does not analyze the text(s).	Essay responds to the assignment but fails to fulfill some of the requirements. Essay partially analyzes the text(s).	Essay responds to the assignment and fulfills all of the requirements. Essay analyzes the text(s).	Essay responds to the assignment and effectively fulfills all requirements. Essay thoroughly analyzes the text(s) in a meaningful and complex way.
<b>Literary Analysis</b>	Essay does not include literary analysis or criticism. Essay neglects to evaluate or analyze literary theme(s) or techniques.	Essay uses simple but inconsistent literary analysis and criticism. Essay provides basic level evaluation and analysis of literary theme(s) and techniques.	Essay provides probing literary analysis and criticism. Essay provides a thorough evaluation and analysis of literary theme(s) and techniques.	Essay applies thought-provoking and complex literary analysis and criticism. Essay engages in a sophisticated and original evaluation and analysis of literary theme(s) and techniques.
<b>Thesis</b>	Thesis is missing, unfocused or vague or the thesis does not respond to the text(s).	Operating as a controlling idea for the essay, the thesis makes an argument about the text(s) but is simplistic and/or formulaic.	Operating as a controlling idea for the essay, the thesis makes a focused, direct, and thought-provoking argument about the text(s).	Operating as a controlling idea for the essay, the thesis makes complex, enlightening argument about the text(s).
<b>Organization/ Coherence/ Focus</b>	Essay has no clearly defined or apparent organization. Introduction fails to engage or orient the reader; body paragraphs lack focus or cohesion; there are no topic sentences; conclusion is abrupt or not evident. The essay is not unified around one clear argument.	The sequence of ideas is functional but may have abrupt or illogical shifts. Introduction attempts to engage and orient the reader; body paragraphs are focused but lack cohesion; topic sentences are functional; conclusion reiterates the purpose and major points of the essay but is formulaic. The essay is loosely unified around one clear argument but there are gaps.	The sequence of ideas and transitions are effective. Introduction engages and orients the reader; body paragraphs are focused and cohesive; topic sentences are strong; conclusion illuminates the central idea and explores the larger implications and/or significance. The essay is unified around one clear argument.	The sequence of ideas and transitions are seamless and fluid. Introduction is quick to capture reader interest and strongly orients the reader; body paragraphs are clearly focused and cohesive; conclusion illuminates the central idea and provides sophisticated, thought-provoking, and convincing analysis into the larger implications and/or significance. The essay is tightly unified around one clear argument.

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<b>Development &amp; Support</b>	Body paragraphs contain illogical reasoning. Body paragraphs contain summaries or generalizations that lack relevant supporting evidence and analysis.	Body paragraphs contain some well-reasoned points but are sometimes illogical or contradictory. Body paragraphs offer some level of evidence and analysis which at times may be too general.	Body paragraphs are mostly fair, reasonable and logical. Body paragraphs offer focused, convincing and somewhat original analysis of relevant evidence.	Body paragraphs are consistently fair, reasonable and logical. Body paragraphs offer focused, richly developed, sophisticated, original, and convincing analysis of relevant evidence.
<b>Use of Text</b>	Relevant quotes, paraphrases and concepts from the reading to support and illustrate ideas are missing or inadequate. Neglects to or weakly integrates quotes and paraphrases to support and illustrate ideas.	Relevant quotes, paraphrases and concepts from the reading to support and illustrate ideas are adequate.	Relevant quotes, paraphrases and concepts from the reading to support and illustrate ideas are skillfully integrated.	Relevant quotes, paraphrases and concepts from the reading to support and illustrate ideas are not only selected and skillfully integrated but demonstrate deep use of the texts.
<b>Documentation Skills</b>	Sources are not properly cited according to MLA format.	Sources are properly cited using MLA format with occasional lapses in usage.	Sources are cited using MLA format with very few lapses in usage.	Sources are properly cited using MLA format correctly.
<b>Sentence Style</b>	Sentences are either overly simplistic or confusingly worded. Sentences are not joined logically to show relationships between ideas. There is a lack of sentence variety.	Sentences are solid but sometimes choppy. Sentences could be joined more logically to show relationships between ideas. There is minimal sentence variety.	Sentences are clear and direct. Sentences are joined logically to show relationships between ideas. Sentences demonstrate syntactical maturity through varied sentence structure.	Sentences are fluid and graceful. Sentences are joined logically to show relationships between ideas. Sentences effectively demonstrate syntactical maturity through varied sentence structure.
<b>Grammar</b>	Essay has frequent errors in grammar, usage and spelling.	Essay has some errors in grammar, usage and spelling.	Essay has occasional errors in grammar, usage and spelling.	Essay has few, if any, grammatical or proofreading errors.
<b>Overall Holistic Score</b>				