

Humanities Core: Animals, People, and Power**Grading Rubric for Essay 2: Literary Analysis of Shakespeare's *A Midsummer Night's Dream***

	Argumentation	Organization	Methodology	Evidence	Language and Mechanics
A	Essay is controlled by an arguable, complex, and specific thesis that reflects a sophisticated, nuanced, and/or original interpretation of the topic; argumentation is unified and coherent throughout essay	Sequencing of ideas is not only logical but adds to the rhetorical impact of the essay; paragraph structure is dynamically linked to topic sentences and the main thesis of the essay; transitions create momentum	Paraphrasing isolates and accentuates textual details that support overall interpretation; in-depth close reading and literary analysis of formal and dramatic features of text; original and insightful connection of passage to a larger motif	Evidence is insightfully selected from the primary source and artfully integrated into body paragraphs; proper MLA citation practice is followed in the body text and in the Works Cited page	Virtually no errors in word choice, grammar, or orthography; exhibits style
B	Essay is controlled by an arguable, complex, and specific thesis that reflects a proficient interpretation of the topic; argumentation is largely unified and coherent throughout essay	Sequencing of ideas is logical and effective, leading to essay-level cohesion; each paragraph is unified and organized around a topic sentence linked to the main thesis; transitions between paragraphs are indicated both formally and conceptually	Paraphrasing isolates textual details that support overall interpretation; adequate application of the conventions of close reading and literary analysis to identify formal and dramatic features of text; passage is meaningfully connected to a larger motif	Evidence is well-selected from the primary source, properly integrated into paragraphs, and contextualized when necessary; proper MLA citation practice is followed in the body text and in the Works Cited page	Few errors in word choice, grammar, and/or orthography and none that impede clarity of ideas; exhibits attention to proofreading and formatting
C	Essay may be controlled by a factual statement, but the articulation of the central idea is inarguable and/or lacks specificity and complexity; argumentation may lack unity or coherence in parts of the essay	Some lapses or digressions from the logical sequencing of ideas; topic sentences govern the construction of most paragraphs, but some are vague or less unified; some transitions between paragraphs are artificial or unconvincing	Paraphrase is present but may not isolate textual details that support overall interpretation; essay attempts to adopt conventions of close reading and literary analysis but may inadequately identify formal and dramatic features and/or connection to a larger motif	Evidence is mostly well-selected from the primary source, but may be ineffectively integrated or lack contextualization; MLA citation practice is largely consistent, but may contain some errors in the body text or Works Cited page	Some errors in word choice, grammar, and/or orthography may be present but rarely impede clarity of ideas; exhibits some attention to proofreading and formatting
D	Essay may exhibit a general idea, but its articulation is inarguable, vague, and/or undefined; essay as a whole lacks unity or coherence in argumentation	Logical sequencing of ideas hampered by major lapses or digressions; topic sentences absent or ineffective in paragraph construction; transitions between paragraphs are absent	Essay fails to either correctly paraphrase the narrative contents of a dramatic passage or to adopt methods appropriate to the task of close reading and literary analysis	Evidence is poorly selected for the purpose of the argument; essay merely lists evidence, contains unnecessary repetitions, or leaves evidence unexplained; significant errors present in MLA citation practice	Errors in word choice, grammar, and/or orthography are frequent and/or impede clarity of ideas; little or no attention to proofreading and formatting
F	Essay exhibits no discernable central idea; little or no logical advancement of argument	Essay exhibits no logical sequencing, academic paragraph structure, or transitions	Essay fails to paraphrase the narrative contents of a dramatic passage and to adopt methods appropriate to the task of close reading and literary analysis	Essay does not provide evidence in support of argument; responsible citation practices are absent	Persistent errors in word choice, grammar, and orthography; no attention to proofreading and formatting