

Text Analysis Essay Rubric

Saint Paul College

	Beginning (2 pts.)	Developing (3 pts.)	Proficiency (4 pts.)	Mastery (5 pts.)	Score
Critical Analysis	Essay shows little or no evidence that readings were completed or understood. Essay is largely personal opinions or feelings about the text.	Essay repeats and summarizes basic, correct information, but does not link readings to evidence and does not consider alternative perspectives or connections between ideas.	Essay displays an understanding of the required readings and underlying concepts including correct use of terminology and proper citation.	Essay displays excellent understanding of the required readings and underlying concepts including correct use of terminology. Evidence from the text supports important points.	
Thesis/Focus <ul style="list-style-type: none"> • Originality • Clarity 	Thesis is missing. Reader cannot determine thesis and purpose OR thesis has no relation to the writing task.	Thesis may be obvious or unimaginative. Thesis and purpose are somewhat vague OR only loosely related to the writing task.	Thesis is somewhat original. Thesis and purpose are fairly clear and match the writing task.	Develops fresh insight that challenges the reader's thinking. Thesis and purpose are clear to the read; closely match the writing task.	
Organization	Unclear organization OR organizational plan is inappropriate to thesis. No transitions.	Some signs of logical organization. May have abrupt or illogical shifts and ineffective flow of ideas.	Organization supports thesis and purpose. Sequence of ideas could be improved. Transitions are mostly appropriate.	Fully and imaginatively supports thesis and purpose. Sequence of ideas is effective. Transitions are effective.	
Support/Reasoning <ul style="list-style-type: none"> • Ideas • Details 	Offers simplistic, undeveloped, or cryptic support for the ideas. Inappropriate or off-topic generalizations, faulty assumptions, errors of fact.	Offers somewhat obvious support that may be too broad. Details are too general, not interpreted, irrelevant to thesis, or inappropriately repetitive.	Offers solid but less original reasoning. Assumptions are not always recognized or made explicit. Contains some appropriate details or examples.	Substantial, logical, and concrete development of ideas. Assumptions are made explicit. Details are relevant, original, and convincingly interpreted.	
Use of Sources and Documentation	Neglects important sources or overuses quotations or paraphrase to substitute writer's own ideas. (Probably uses source material without acknowledgement.)	Uses relevant sources but lacks in variety of sources and/or the skillful combination of sources. Quotations and paraphrases may be too long and/or inconsistently referenced.	Uses sources to support, extend, and inform, but not substitute writer's own development of ideas. Doesn't overuse quotes, but may not always conform to MLA format.	Uses sources to support, extend, and inform, but not substitute writer's own development of ideas. Source material is announced by a signal phrase and ended with in-text citations.	