

# ENGL 475: Essay #4—“Analysis of Creative Project” Final Draft Grading Rubric

Student’s Name: \_\_\_\_\_

<p><b>Scoring Rubric:</b>                      5 = Excellent Work in a Specific Area [“A work”]                      4 = Exceeds Expectations in Specific Area [“B work”]                      3 = Generally Meets Expectations, But Still Needs Improvement [“C Work”]                      2 = Does Not Meet Expectations, Below College-level Writing [“D” Work”]                      1 = Severely Deficient or Missing Component [“F” Work]</p>	
Creative <b>title</b> that reflects the thesis AND hooks the target audience’s interest [ <b>**NOT</b> the same as the creative art piece title]	
Engaging <b>introduction</b> that effectively presents the topic, provides any necessary background information on the topic, establishes a clear voice, & successfully guides the reader to the thesis	
A well-crafted, concisely written <b>thesis</b> that reflects the essay’s purpose [artist’s name + “title of creative project” + type/form of art piece + theme statement <b>**in any order**</b> ]	
Each body paragraph contains a clear <b>topic sentence</b> that identifies a specific topic/supporting reason that reflects the thesis & the content of the paragraph ¶ 1:      ¶ 2:      ¶ 3:      ¶ 4: <b>Average Score:</b>	
Each BP contains <i>relevant &amp; sufficient</i> <b>evidence</b> to reflect the topic/supporting reason of the paragraph ¶ 1:      ¶ 2:      ¶ 3:      ¶ 4: <b>Average Score:</b>	
Each piece of evidence is <b>visibly described</b> to “show and not tell” ¶ 1:      ¶ 2:      ¶ 3:      ¶ 4: <b>Average Score:</b>	
Each piece of evidence is <b>insightfully analyzed</b> —avoids <u>summary</u> of evidence ¶ 1:      ¶ 2:      ¶ 3:      ¶ 4: <b>Average Score:</b>	
Analysis clearly and consistently <b>supports the theme statement</b> as presented in thesis statement ¶ 1:      ¶ 2:      ¶ 3:      ¶ 4: <b>Average Score:</b>	
Each body paragraph contains an effectively written <b>“concluding statement”</b> ¶ 1:      ¶ 2:      ¶ 3:      ¶ 4: <b>Average Score:</b>	
Includes a powerful <b>conclusion</b> that provides the target audience with a sense of satisfaction	
Paper and paragraphs follow a clear <b>organizational pattern</b> that supports the thesis	
Essay Written for an <b>academic audience</b> of your peers that has critically studied the novel <i>The Things They Carried</i>	
<b>Clarity of Ideas</b> — essay avoids weak, generic language and/or vague references	
Essay reflects a mature and effective <b>style</b> [i.e., essay maintains a consistent <b>voice</b> that reflects the author’s opinion; uses appropriate college-level <b>diction</b> to persuade the target audience; uses a variety of <b>sentence patterns</b> ; uses <b>transitions</b> to achieve coherency between ideas/subjects [2-3 transitions per body paragraph]	
Paper shows clear signs of <b>proofreading</b> —paper is free of repetitive sentence-level errors— [spelling, comma splices, fragments, run-ons; avoids first person & second person references; avoids contractions, slang, etc.]	
Paper meets proper <b>length requirement</b> : 2-3 FULL pages, not to exceed 5 full pages; <b>6+ paragraphs</b>	
Shows mastery of <b>MLA Policy</b> [heading, header, margins, font, spacing between paragraphs, etc.]	
Successfully completes ALL assigned steps/stages of the <b>writing process</b> , including the in-depth <b>active reading</b> of ALL feedback received	
Paper successfully accomplishes its <b>purpose</b> — to compose a college level essay that <b>insightfully analyzes the student’s creative project, going beyond “surface level” meaning</b>	
Essay #4 represents the student’s ability to successfully navigate the rigor of an <b>ENGL 1A classroom</b>	

**Total Points:**