

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

Student’s Name: _____

<p>Scoring Rubric: 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 title that reflects the thesis AND hooks the target audience’s interest [**NOT the same as the creative art piece title]	
Engaging introduction 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 thesis that reflects the essay’s purpose [artist’s name + “title of creative project” + type/form of art piece + theme statement **in any order**]	
Each body paragraph contains a clear topic sentence that identifies a specific topic/supporting reason that reflects the thesis & the content of the paragraph ¶ 1: ¶ 2: ¶ 3: ¶ 4: Average Score:	
Each BP contains <i>relevant & sufficient</i> evidence to reflect the topic/supporting reason of the paragraph ¶ 1: ¶ 2: ¶ 3: ¶ 4: Average Score:	
Each piece of evidence is visibly described to “show and not tell” ¶ 1: ¶ 2: ¶ 3: ¶ 4: Average Score:	
Each piece of evidence is insightfully analyzed —avoids <u>summary</u> of evidence ¶ 1: ¶ 2: ¶ 3: ¶ 4: Average Score:	
Analysis clearly and consistently supports the theme statement as presented in thesis statement ¶ 1: ¶ 2: ¶ 3: ¶ 4: Average Score:	
Each body paragraph contains an effectively written “concluding statement” ¶ 1: ¶ 2: ¶ 3: ¶ 4: Average Score:	
Includes a powerful conclusion that provides the target audience with a sense of satisfaction	
Paper and paragraphs follow a clear organizational pattern that supports the thesis	
Essay Written for an academic audience of your peers that has critically studied the novel <i>The Things They Carried</i>	
Clarity of Ideas — essay avoids weak, generic language and/or vague references	
Essay reflects a mature and effective style [i.e., essay maintains a consistent voice that reflects the author’s opinion; uses appropriate college-level diction to persuade the target audience; uses a variety of sentence patterns ; uses transitions to achieve coherency between ideas/subjects [2-3 transitions per body paragraph]	
Paper shows clear signs of proofreading —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 length requirement : 2-3 FULL pages, not to exceed 5 full pages; 6+ paragraphs	
Shows mastery of MLA Policy [heading, header, margins, font, spacing between paragraphs, etc.]	
Successfully completes ALL assigned steps/stages of the writing process , including the in-depth active reading of ALL feedback received	
Paper successfully accomplishes its purpose — to compose a college level essay that insightfully analyzes the student’s creative project, going beyond “surface level” meaning	
Essay #4 represents the student’s ability to successfully navigate the rigor of an ENGL 1A classroom	

Total Points: