

Our Town Unit Paper Rubric

A paper

Superior papers specific in their references, cogent in their definitions, and **free of plot summary** that is not relevant to the question. These essays need not be without flaws, but **they have no distracting composition errors**, such as extensive use of run-on sentences or fragments. They demonstrate the writer's ability to discuss a literary work with **insight and understanding** and to control a wide range of the elements of **effective composition, including well-developed commentary** that is directly related to the topic sentence and thesis statement. At all times they stay **focused on the prompt**, providing **specific support**--mostly through direct quotations--and connecting scholarly commentary to the overall meaning. These papers exemplify excellent composition and are **outstanding reflections of the chunk method of paragraph writing. No components of effective literary analysis writing are missing**, including an effective introduction, topic/conclusion sentences, chunks with concrete details and commentary, and an effective conclusion.

B paper

These papers are less thorough, less perceptive or less specific than A papers. They are **well-written but with less maturity and control**. While they demonstrate the writer's ability to analyze a literary work, they reveal a **more limited understanding and less stylistic maturity** than do the papers in the A range. Commentary may not be as well-developed as A papers, may only vaguely support the thesis statement/topic sentence, or may be somewhat simplistic. Direct quotes and textual evidence may not be specific or may not connect well to the overall meaning, indicating a less effective choice of textual evidence. These papers exemplify excellent composition and are **outstanding reflections of the chunk method of paragraph writing. No components of effective literary analysis writing are missing**, including an effective introduction, topic/conclusion sentences, chunks with concrete details and commentary, and an effective conclusion.

C paper

Safe and "plastic," **superficiality** characterizes these essays. Discussion of meaning may be **formulaic**, mechanical; or inadequately related to the chosen details. Typically, these essays reveal **simplistic thinking and/or immature writing**. They usually demonstrate inconsistent control over the elements of composition and are not as well conceived, organized, or developed as the upper-half papers. Choice of commentary or textual evidence may be somewhat ineffective or superficial. However, the writing is sufficient to convey the writer's ideas, stays mostly focused on the prompt, and contains at least **some effort to produce analysis**, direct or indirect. These papers **demonstrate a basic understanding of the chunk method of paragraph writing** because **one or two components of effective literary analysis writing are missing**, such as an effective introduction, topic/conclusion sentences, chunks with concrete details and commentary, and an effective conclusion.

D paper

Discussion is likely to be unpersuasive, perfunctory, **underdeveloped** or misguided. The meaning they deduce may be inaccurate or insubstantial and not clearly related to the question. Part of the question may be omitted altogether. The writing may convey the writer's ideas, but it reveals **weak control** over such elements as diction, organization, syntax or grammar. Typically, these essays contain significant **misinterpretations** of the question or the work they discuss; they may also contain little, if any, supporting evidence, and practice **paraphrase and plot summary at the expense of analysis**. They **demonstrate a basic understanding of the chunk method of paragraph writing** because **two or more components of effective literary analysis writing are missing**.

Automatic Deductions*

MLA Format Errors- 10 points

Word/Page Count- 25 points (each page)

Failure to submit digitally- 50 points

Citation Errors- 10 points

No Citations- 50 points

Works Cited Errors- 10 points

No Works Cited- 50 points

*Please note that deductions are subject to change or be added at time of grading. Points listed are maximum points deducted for each error. Teacher discretion will override all automatic deductions.

F paper

These essays compound the weakness of essays in the 4-3 range and are frequently unacceptably brief. They are poorly written on several counts, including many distracting errors in grammar and mechanics. Although the writer may have made some effort to answer the question, the views presented have little clarity or coherence. There is a clear misinterpretation or misunderstanding of effective essay and paragraph writing.