

## Style Analysis – Rubric

	Exceeds Expectations	Meets Expectations	Below Expectations	Does Not Meet Expectations
<b>Intro &amp; Thesis Statement</b>	The introduction includes an effective hook and transitions to the thesis statement, which states an arguable opinion.	The introduction includes a hook and transitions to the thesis statement, which states an arguable opinion.	One element of an introduction is missing (hook, narrowing to thesis, strong, arguable thesis)	More than one element of an introduction is missing (hook, narrowing to thesis, strong, arguable thesis)
<b>Body Paragraphs &amp; Organization</b>	Examples and support are organized in a logical order. Each body paragraph has a well-written topic sentence that clearly analyzes an element of style and connects the style to the message. Strong transition sentences connect ideas and paragraphs.	Examples and support are provided in a fairly logical order. Each body paragraph has a topic sentence that attempts to analyze the author's style and connects it to the message. An attempt was made to transition between ideas and paragraphs.	A few of the support details or examples are not in an expected or logical order, distracting the reader and making the essay seem a little confusing. Many topic sentences and transitions are weak.	Many of the support details or examples are not in an expected or logical order, distracting the reader and making the essay seem very confusing. Topic sentences do not support the thesis. No transitions.
<b>Analysis &amp; Support from the text x2</b>	The essay demonstrates an insightful analysis of the author's style. The writer chooses textual support that clearly supports the topic sentence and thesis.	The essay demonstrates an accurate analysis of the author's style. The writer chooses textual support that mostly supports the topic sentence and thesis.	The essay has some analysis of style but may include too much summary. Additionally, the writer needs stronger textual evidence to back up the thesis.	The essay does not contain an analysis of style, but rather focuses on summary of the text. The writer does not effectively incorporate textual support.
<b>Conclusion</b>	The conclusion is strong and leaves the reader understanding the writer's position. An effective restatement of the thesis is included.	The conclusion is recognizable and understandable. The author's thesis is restated.	The conclusion is recognizable. The author's thesis is restated within the closing paragraph.	The thesis is not restated or is found in the same wording as the introduction. The essay is not summed up.
<b>Conventions</b>	Author makes virtually no errors in grammar, spelling, or punctuation that distract the reader from the content.	Author makes few errors in grammar, spelling, or punctuation that distract the reader from the content.	Author makes some errors in grammar, spelling, or punctuation that distract the reader from the content.	Author makes excessive errors in grammar, spelling, or punctuation that distract the reader from the content.
<b>Style x2</b>	The author has given significant thought to his/her style, which adds to the effectiveness of the essay. Deliberate attention was given to diction and syntax.	The author has given some thought to his/her style, which improves the effectiveness of the essay. Some strong diction/syntax included in the essay.	The author fails to put much thought into his/her style.	The author fails to put much effort into his/her style, which takes away from the effectiveness of the essay.
<b>Requirements</b>	All requirements are met (MLA formatting, page length, etc.)	Paper is correct length; one or two errors in MLA formatting.	Paper is not long enough; several errors in MLA formatting.	Paper does not meet the requirements.

Total: \_\_\_\_\_/50