Summerville High School

Stylistic Analysis Essay Rubric

Key Traits	6	5	4	3	2	1
IDEAS	• The thesis statement is clear, focused and compelling. • The analysis is unusually insightful and reveals a deep understanding of the author's style. • Significant details, examples, and quotations from the work support each key idea.	• The thesis statement is clear and focused. • The analysis is insightful and reveals a thorough understanding of the author's style. • The key ideas are well supported by relevant details, examples, and quotations from the work.	• The thesis statement is identifiable. • The analysis shows a solid understanding of the author's style. • Most details, examples, and quotations from the work are relevant in supporting key ideas.	• The thesis statement can be inferred with careful reading. • The analysis shows a basic understanding of the author's style. • Details, examples and quotations from the work are overly general or "filler."	• A hint of a thesis statement is present. • The analysis shows a confused or an incomplete understanding of the author's style. • Details and examples are unrelated and few quotations are used.	• The thesis statement is missing. • The analysis shows no understanding of the author's style. • Details, examples, and quotations are irrelevant or missing.
ORGANIZATION	• The introduction is engaging and clearly presents the specific elements of the author's style that will be discussed. • The conclusion summarizes the analysis and offers an enlightening perspective on the author's style. • Transitional words and phrases are well crafted and connect ideas. • The organization is thoughtful, logical, and follows a consistent pattern.	• The introduction clearly presents the specific elements of the author's style that will be discussed. •The conclusion summarizes the analysis and draws a conclusion or offers an observation on the author's style. • Transitional words and phrases clearly show how ideas connect. • The organization is logical and follows a consistent pattern.	• The introduction presents an identifiable topic based on specific elements of the author's style. • The conclusion summarizes the analysis but only restates what has been said. • Most of the transitions work, but a few more are needed. • The organization is logical but may have occasional inconsistencies.	• The introduction either does not clearly present the topic or does not clearly present the elements of the author's style to be discussed. • The conclusion summarizes some of the ideas from the essay. • Some of the transitions work, but many more are needed. • The organization shows some logic, but often does not follow a consistent pattern.	• The introduction hints at possible elements of style. • The conclusion is identifiable but skeletal. • Very few transitional words are used. • The organization shows minimal logic and does not follow a consistent pattern.	• The introduction does not present the topic and elements of the author's style. • The essay lacks an identifiable conclusion. • Transitions are not attempted. • The organization feels random or disjointed; the reader often feels lost or confused.
VOICE	• The tone and voice are stylistically sophisticated and clearly appropriate for purpose and audience. • The writing reflects perceptive engagement with the style of the author being discussed.	• The tone and voice are direct and appropriate for purpose and audience. • The writing reflects active engagement with the style of the author being discussed	• The tone and voice are acceptable but not strongly individual or direct. • The writing reflects adequate engagement with author's style.	• The tone and voice are occasionally inappropriate and are not individual or direct. • The writing reflects only occasional engagement with the style of the author being discussed.	• The tone and voice are often inappropriate, and are not individual or direct. • The writing rarely reflects engagement with the style of the author being discussed.	• The voice lacks individuality and is not concerned with or not matched to the audience. • The writing is lifeless or mechanical, showing no engagement with the style of the author being discussed.
WORD CHOICE	• Words are vivid, lively, and convey precise meaning.	• Words are specific, accurate, and convey precise meaning.	• Words are adequate and mostly correct.	• Words are often inadequate but are mostly correct.	• Words are often inadequate and often incorrect.	• Limited vocabulary and/or frequent misuse of parts of speech

	• Words and phrases create memorable pictures of the author's style.	• Familiar words and phrases communicate and sometimes capture the reader's imagination.	• Familiar words and phrases communicate, but rarely capture the reader's imagination.	• Familiar words and phrases communicate but do not capture the reader's imagination.	• Familiar words and phrases are sometimes misused, but achieve some communication.	impair understanding. • Vague words limit the meaning conveyed.
SENTENCE FLUENCY	• Sentences vary in length and structure and have a pleasing flow. • Sentence beginnings vary as appropriate to the topic and style.	• Sentences mostly vary in length and structure. • Sentence beginnings generally vary.	• Sentences vary somewhat in length and structure. • Some variety of sentence beginnings is attempted.	• Sentences do not significantly vary in structure, and some fragments and run-on sentences are present. • Sentence beginnings are mostly the same.	• Most sentences have a repetitive structure, and many fragments and run-on sentences are present. • Sentence beginnings are rarely different.	• Repetitive sentence structure, fragments, and run-on sentences make the writing difficult to follow. • Most or all sentences begin the same way.
CONVENTIONS	• Spelling, capitalization, and punctuation are uniformly correct. • Grammar and usage are correct. • Paragraphing is correct and reinforces the organization.	• Spelling, capitalization, and punctuation are generally correct. • Grammar and usage have some minor errors. • Paragraphing is generally correct and reinforces organization.	• Spelling, capitalization, and punctuation are solid but with some minor errors. • Grammar and usage do not distort meaning but are not always correct. • Paragraphing is attempted but is not always sound.	• Spelling, capitalization, and punctuation are sometimes uneven. • Grammar and usage are at times incorrect and distract from meaning. • Paragraphing is occasionally sound.	• Spelling, capitalization, and punctuation are uneven. • Grammar and usage are often incorrect and distract from meaning. • Paragraphing is irregular or too frequent.	• Spelling, capitalization, and punctuation are often incorrect. • Grammar and usage mistakes are frequent and distort meaning. • Paragraphing is missing.