

Name _____

Date _____

Title of Essay _____

Grade _____

Writing Process	1	2	3	4
Pre-Writing – The student read and responded to several short stories, and then chose one story to analyze in a literary essay.				
Drafting – The student completed and turned in at least one rough draft.				
Revision – The student revised the rough draft by rereading the text in order to glean more insight and ideas.				
Editing – The student self-edited for grammar, punctuation, and spelling.				
Literary Essay Genre	1	2	3	4
Literary Essay – The student wrote a literary essay that analyzes the theme and/or characters in a short story. The essay reflects an understanding of analysis as opposed to summary.				
Thesis/Stance – The student decided upon a clear, compelling, provocative claim that embraces the whole of the text. The thesis is supportable by textual evidence.				
Introduction – The student wrote an introduction that summarizes the text and introduces the idea to be analyzed.				
Topic Sentences – The student wrote at least three body paragraphs that each begin with a topic sentence related to the thesis. Topic sentences are claims that can be supported with evidence from the text.				
Supporting Details – The student provided supporting evidence related to each topic sentence. Each body paragraph remains focused on its topic and is supported with anecdotal evidence or facts from the text. The student frames evidence in a manner that supports each claim.				
Conclusion – The student wrote a conclusion that summarizes the thesis and reflects on the text as a whole.				
Mechanics	1	2	3	4
Sentence Structure – The student used complete sentences and varied sentence structure.				
Grammar – The student used appropriate capitalization, punctuation, and grammar.				
Word Choice – The student used logical transition phrases and exact language to communicate meaning.				
Paragraphing – The student grouped related ideas into paragraphs.				
Comments				