

# Lit. Analysis Paper Grading Sheet

Name \_\_\_\_\_ Hr. \_\_\_\_\_ Due date: \_\_\_\_\_

(open term - 4-2007)

## 2009 AP LITERARY ANALYSIS PAPER GRADING SHEET

### STUDENT COMMENTS ABOUT DOING THIS PAPER

What worked? What didn't? What challenged you? Of what are you proud? What might you have done differently? What have you learned? Share what you'd like. WRITE YOUR RESPONSE BELOW:

### /40 CONTENT

#### 1. INTRODUCTION/OPENING COMMENTS

- \_\_\_ Overall effectiveness of the Intro/opening remarks
  - 1 •interesting, engaging, unique, attention-getting, draws reader in
- \_\_\_ Thesis statement identifies a clear line of analysis connected to the text
  - 1 •effective, clear, uses appropriate verb, no use of phrases such as "this paper," follow of paper, etc.
- \_\_\_ Overview of three main areas of analysis is clear and concise
  - 1

#### 2. ORGANIZATIONAL APPROACH

- \_\_\_ Areas of analysis are put into a coherent and "motivated" order
  - 1 to -2
- \_\_\_ Organization intrinsically contributes to and complements the analysis
  - 1 to -2
- \_\_\_ If you are writing a comparison paper, clearly develop either block comparison OR point by point comparison
  - 1 (circle one of the above)

#### 3. AREA OF ANALYSIS #1

- \_\_\_ Statement of the area of analysis is clear and coherently linked to the thesis
  - 1 to -2
- \_\_\_ Analysis is well-developed AND in-depth, effective, convincing, accurate
  - 1 to -3
- \_\_\_ Area(s) of analysis significantly and logically connected to a clear line of reasoning
  - 1 to -2
- \_\_\_ Sufficient, focused support from summer novel is provided
  - 1 to -3
- \_\_\_ Sufficient, focused support from second choice work is provided
  - 1 to -3
- \_\_\_ Unity is present: All material present contributes effectively to the analysis.
  - 1 to -2

\_\_\_ This section is organized logically and is balanced.

\_\_\_ This section is coherent; transitions are used effectively both between and within paragraphs to promote coherence.

#### 4. AREA OF ANALYSIS #2

- \_\_\_ Statement of the area of analysis is clear and coherently linked to the thesis
  - 1 to -2
- \_\_\_ Analysis is well-developed AND in-depth, effective, convincing, accurate
  - 1 to -3
- \_\_\_ Area(s) of analysis significantly and logically connected to a clear line of reasoning
  - 1 to -2
- \_\_\_ Sufficient, focused support from summer novel is provided
  - 1 to -3
- \_\_\_ Sufficient, focused support from second choice work is provided
  - 1 to -3
- \_\_\_ Unity is present: All material present contributes effectively to the analysis.
  - 1 to -2
- \_\_\_ This section is organized logically and is balanced.
  - 1
- \_\_\_ This section is coherent; transitions are used effectively both between and within paragraphs to promote coherence.
  - 1

2.5

5. AREA OF ANALYSIS #3

- 1 to -2 Statement of the area of analysis is clear and coherently linked to the thesis
- 1 to -3 Analysis is well-developed and in-depth, effective, convincing, accurate
- 1 to -2 Area(s) of analysis significantly and logically connected to a clear line of reasoning
- 1 to -3 Sufficient, focused support from summer novel is provided
- 1 to -3 Sufficient, focused support from second choice work is provided
- 1 to -2 Unity is present: All material present contributes effectively to the analysis.
- 1 This section is organized logically and is balanced.
- 1 This section is coherent; transitions are used effectively both between and within paragraphs to promote coherence.

6. CONCLUSION

- 1 Paper transitions smoothly into conclusion
- 1 to -2 Reviews fully the major significance of the analysis of both novels
- 1 Closing statements logical and conclusive  
Sense of closure present (beyond summarizing) with interesting, finalizing "closing statement/discussion"
- 1 Conclusion is organized logically. Summary is balanced.

7. CORRECT DOCUMENTATION / CITATIONS

- 1 to -2 Other than the actual summer novel and choice work, if sources are used, they must be credible. CIRCLE PROBLEMS:
  - Authoritative sources must used.
  - Credibility of authors/sources is well-established in the paper.
  - No use of print or online encyclopedias
  - Use of sources (besides summer novel and choice work) is valid and enhances the argument.

CORRECT DOCUMENTATION/CITATIONS

- 1 to -4 DOCUMENTATION/CITATIONS are provided for virtually all material in this section that needs to be cited. In other words, credit is given where credit is due.
- 1 to -3 DOCUMENTATION SPOT CHECK #1 (paper p. /source ID /source ID author, etc. CIRCLE PROBLEMS:
  - For direct quotations:
    - Direct quotation isn't quoted exactly as it appeared in the original
    - Quoted material stands alone. No effective lead-in statement is present.
    - In-text acknowledgement of author (w/ credentials if needed) of direct quotations not given proper credit.
    - Material isn't found in the original.
    - Interpretation of the original material is inaccurate.
    - Other problem(s):
  - For paraphrased citations:
    - Paraphrasing of the original material raises suspicion of plagiarism. Wording is too close to the original.
    - Interpretation of the original material is inaccurate.
    - In-text acknowledgement of author (w/ credentials if needed) of direct quotations not given proper credit.
    - Material isn't found in the original.
    - Other problem(s):

DOCUMENTATION SPOT CHECK #2

- 1 to -3 DOCUMENTATION SPOT CHECK #2 (paper p. /source ID author, etc. CIRCLE PROBLEMS:
  - For direct quotations:
    - Direct quotation isn't quoted exactly as it appeared in the original
    - Quoted material stands alone. No effective lead-in statement is present.
    - In-text acknowledgement of author (w/ credentials if needed) of direct quotations not given proper credit.
    - Material isn't found in the original.
    - Interpretation of the original material is inaccurate.
    - Other problem(s):
  - For paraphrased citations:
    - Paraphrasing of the original material raises suspicion of plagiarism. Wording is too close to the original.
    - Interpretation of the original material is inaccurate.
    - In-text acknowledgement of author (w/ credentials if needed) of direct quotations not given proper credit.
    - Material isn't found in the original.
    - Other problem(s):

3

7

3

98

+ 1 EXTRA CREDIT

You may earn up to one extra credit point on this paper for using five extra-credit vocabulary words correctly. BOX, bold, or highlight them in the paper.

- 3 off final grade <sup>-1</sup> NO SECURITY COPY and/or SUBMISSION TO ~~BOX~~ <sup>-3</sup> ~~PROBOX~~ PLAG. site (if required) and/or

70 TOTAL =          PRELIM. GRADE NO OUTLINE <sup>-3</sup>

\*\*\*\*\*However, if you receive full credit for buybacks your new score would be 70 =          grade  
Do buybacks carefully! They are due on          and cannot be redone!

**TEACHER COMMENTS:**

+ positives	- suggestions
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65 - 70 = A
61 - 64 = B+
58 - 60 = B
56 - 57 = B-
54 - 55 = C+
51 - 53 = C
49 - 50 = C-
47 - 48 = D+
42 - 45 = D
0 - 41 = F

# /10 STYLE

## 1. LANGUAGE

4 \_\_\_\_\_ Diction (word choice) reflects a sophisticated tailoring of the message to a clear academic audience.

### CIRCLE PROBLEMS

- \* Diction is not precise and/or often incorrect.
- \* use of overly simple word choices; vocabulary is not near "college level."
- \* use of slang, colloquialisms, clichés, idioms, or informal speech mannerisms.
- \* overuse of linking verbs or passive voice
- \* verb tenses are inconsistent

\_\_\_\_\_ The literary and other terminology must be used precisely, correctly, appropriately, and effectively. Terminology must be clarified.

\_\_\_\_\_ Literary present tense must be used consistently

-1 to -2 Except in direct quotations, do not use first person or personal pronouns such as: *I, me, my, mine, you, your, yours, the use of the "understood you" as well as we, us, our, and c*

## 2. VOICE & TONE

3 \_\_\_\_\_ Author's voice is confident regarding assertions in analysis of the novels.

-1 to -2 \_\_\_\_\_ Author's voice is distinct from sources' voices

-1 to -2 \_\_\_\_\_ Author's voice/tone is sophisticated, precise, and appropriate to college level

-1 to -2 \_\_\_\_\_ The author's depth of understanding and appreciation of the novels is evident

## 3. SYNTAX

3 \_\_\_\_\_ Sentence structure is purposeful, technically correct, well-crafted, and sophisticated.

-1 to -2 \_\_\_\_\_ Sophisticated use of subordination and sentence complexity is appropriate

-1 to -2 \_\_\_\_\_ The sentence structure must clearly differentiate student author's voice and style from the authors' voices and styles.

-1 to -2 \_\_\_\_\_ Sentence variety reflects a sophisticated tailoring of the message to clear academic audience.

-1 to -2 \_\_\_\_\_ Complex sentence structures are used over simple sentence structures.

# /20 WRITING CONVENTIONS

You can buy back up to /20 "writing convention" pts. by making corrections by \_\_\_\_\_ due date

"Writing Conventions" consists of two areas: MANUSCRIPT FORM

\_\_\_\_\_ (total pts. off) REGULAR MSF (manuscript form) ERRORS (-1 each)

\_\_\_\_\_ (total pts. off) DOCUMENTATION MSF (manuscript form) (-1 each)

### DIRECT QUOTATION

total \_\_\_\_\_ CIRCLE PROBLEMS: off \_\_\_\_\_

- \* incorrect msf of direct quotations (DQ)
- \* incorrect msf of the parenthetical documentations of direct quotations
- \* incorrect use of ellipsis points in square brackets [ . . . ] for omissions, square brackets for interpolation, [sic] for errors in the originals
- \* incorrect msf when quoting from a play (see special requirements)
- \* other problem(s): \_\_\_\_\_

### PARAPHRASED MATERIAL

total \_\_\_\_\_ CIRCLE PROBLEMS: off \_\_\_\_\_

- \* incorrect msf of paraphrased citations
- \* incorrect msf of parenthetical documentation of paraphrased citations
- \* other problem(s): \_\_\_\_\_

# TECHNICAL ASPECTS

\_\_\_\_\_ total points off for TECHNICAL ASPECTS

- \_\_\_\_\_ AWKWARD word choice [wk (-1)]
- \_\_\_\_\_ PUNCTUATION--COMMAS [pc (-1)]
- \_\_\_\_\_ AGREEMENT faulty subject-verb agreement or pronoun-antecedent agreement [agr (-1)]
- \_\_\_\_\_ PUNCTUATION--APOSTROPHES [pa (-1)]
- \_\_\_\_\_ CAPITALIZATION [cap (-1)]
- \_\_\_\_\_ PUNCTUATION--OTHER [pnd & psc] & [pt] & [by] & [pnd] & [pnd] (-1)
- \_\_\_\_\_ EXACT WORD word chosen is not precise or correct to convey clear meaning [ex (-1)]
- \_\_\_\_\_ REFERENCE UNCLEAR [ref (-1)]
- \_\_\_\_\_ FRAGMENTS [frag (-1)]
- \_\_\_\_\_ RUN-ONS [ro (-2)]
- \_\_\_\_\_ HOMONYM ERRORS [H (-1)] or [NX H (-2)]
- \_\_\_\_\_ SPELLING [sp (-1)] or [NX SP (-2)]
- \_\_\_\_\_ MISPLACED MODIFIER [mm (-1)]
- \_\_\_\_\_ TENSE [t (-1)]
- \_\_\_\_\_ OTHER: \_\_\_\_\_ (-1)