

AP TWO NOVEL 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

- 3
- ___ 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," follows order of paper, etc.
 - ___ Overview of three main areas of analysis is clear and concise
 - 1

2. ORGANIZATIONAL APPROACH

- 3
- ___ 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

- 7
- ___ 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 **first choice work** 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

4. AREA OF ANALYSIS #2

- 7
- ___ 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 **first choice work** 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

5. AREA OF ANALYSIS #3

- 7
- ___ 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 **first choice work** 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

6. CONCLUSION

- 3
- ___ Paper transitions smoothly into conclusion
 - 1
 - ___ Reviews **fully** the major significance of the analysis of **both novels**
 - 1 to -2
 - ___ Closing statements logical and conclusive
 - 1 Sense of closure present (beyond summarizing) with interesting, finalizing "closing statement/discussion"
 - ___ Conclusion is organized logically. Summary is balanced.
 - 1

7. CORRECT DOCUMENTATION / CITATIONS

10 CREDIBILITY OF SOURCES

Other than the actual summer novel and choice work, if sources are used,

-1 to -2 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

DOCUMENTATION/CITATIONS are provided for virtually all material in this

-1 to -4 section that needs to be cited. In other words, credit is given where credit is due.

DOCUMENTATION SPOT CHECK #1 (paper p. /source ID , p.)

-1 to -3 CIRCLE PROBLEMS: author, etc.

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) 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) not given proper credit.
- Material isn't found in the original.
- Other problem(s):

DOCUMENTATION SPOT CHECK #2 (paper p. /source ID , p.)

-1 to -3 CIRCLE PROBLEMS: author, etc.

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.
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- Material isn't found in the original.
- Other problem(s):

/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, cliches, 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 ours

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.

-1 to -2

3. SYNTAX

3

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

Sophisticated use of subordination and sentence complexity is appropriate to academic writing

-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.

-1 to -2

