

Name _____

Title of Essay _____

Analysis Essay

Criteria for Grade

Main idea

Is the main idea clearly stated, interesting, and well-worded? Is the topic discussed in an engaging, forceful and aesthetic way? *Does the main idea encapsulate the body of the essay, or does it lack focus?* (15) _____

Organization and Development of Paragraphs and Supporting Detail

Do the ideas expressed in the essay show insight into the works as well as careful and logical thinking? Are the statements made about the work supported by coherent detail and quotations from the work? Are the quotations clearly relevant and explained? Are the details of the paragraphs well-organized, clearly stated and fluid? Is the introduction arresting and well-developed? Does the conclusion provide a satisfying, non-repetitious and logical cadence or closing to the essay? (15) _____

Sentence Structure

Are the sentences forceful and free of unnecessary words, phrases and clauses? Are they natural and free from awkward expressions and slang? Do they express ideas concretely, definitely and specifically? Are the sentences aesthetic? (15) _____

Word Choice

Are the words fitting, interesting and aesthetic? (15) _____

Formatting, Grammar, Usage and Spelling

Are there any errors in grammar, punctuation, usage or spelling? Is the essay double spaced in 12 pt. times new roman or similar font? Are the name and date in the upper right hand corner of the paper? Is this essay paper free of smudges and tears and neatly attached to the grade sheet? (15) _____

Content

Are the ideas expressed in the essay original and well thought out? (25) _____

Total Score _____

Common Grammar Problem Areas

Sentence Structure (1 point for each mistake)

- Composition is free of fragments and run-on sentences.
- Structure of each of the sentences is smooth (not awkward).
- Sentence structure is elegant and varied. (Essay has simple, complex, compound, compound-complex sentences.)
- Passive voice is used discreetly.

Punctuation: Commas, Semicolons, End Marks, Hyphens, Etc.

- Commas are used properly. (E.g., commas are used after introductory clauses and long introductory phrases, to separate interrupting elements in a sentence, such as appositives, etc.)
- Each sentence has an end mark.
- Quotations are punctuated properly. (End marks are contained within quotation marks; commas are used properly with quotations. etc.)
- Conjunctive adverbs (however, therefore, etc.) are preceded by a semicolon or end mark and followed by a comma (if appropriate).
- Semicolons are used properly. (I.e., to separate closely related independent clauses and to avoid confusion when there is much internal punctuation).
- Dashes are used to indicate an abrupt change in thought.
- Hyphens are used for dividing words, joining compound words, and words working together as a modifier.
- Apostrophes are used correctly for possessive nouns and contractions. (E.g., *George's* and *Chris's* lunch; the two *boys'* sweaters; seven *o'clock*; *can't*) They not used with pronouns except in contractions. (E.g., The dog bit *its* [not *it's*] leash)

Pronouns

- Personal and indefinite pronouns agree with their antecedents in number.
- Personal (he, she, it, they, etc.), demonstrative (this, that, these, those), and relative pronouns (who, whose, whom, which, that) are not vague.
- Use of pronouns is consistent (no pronoun shift).
- Composition does not use "you" to mean "one."
- Composition does not use the first personal pronoun ("I") inappropriately (E.g., "I think that...")
- Case of the pronouns is correct.

Verbs

- There is a consistency of verb tense.
- Present tense is used in summarizing plot, and discussing the literary work.
- Correct mood form is used. (E.g., subjunctive mood: "If I were you...")
- Verbs agree with their subjects.

Miscellaneous

- Words "and," "so" and "but" are not used to begin a sentence. Word "because" is used instead of "so."
- Spelling of words has been checked using dictionary.
- Words are appropriately capitalized.
- Comparisons are made correctly. (That book is different *from* [not *than*] the one he bought. He is smaller than any *other* boy in the class, etc.)
- Titles of larger works are either underlined (if handwritten) or italicized (if typed). Smaller works are surrounded by quotation marks.
- Numbers are appropriately written.
- Other _____