**Book Analysis Rubric**

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|  | ***Advanced - 10*** | ***Proficient - 8*** | ***Basic - 6*** | ***Below Basic - 4*** |
| ***Organization*** | \_\_Introduction includes a strong hook, relevant background information, and an effective thesis statement  \_\_Body paragraphs include solid evidence with a good explanation and elaboration  \_\_Transitions are used effectively to point out supporting reasons and help the essay to flow smoothly  \_\_Strong conclusion paragraph reiterates the thesis statement in different words, accurately summarizes the main points of the essay, and includes an interesting final thought | \_\_Introduction includes an adequate hook, background information, and a thesis statement  \_\_Body paragraphs include accurate evidence with adequate explanation and elaboration  \_\_Transitions are used to support reasoning and help with organization  \_\_Conclusion paragraph reiterates the thesis statements, summarizes the main points of the essay, and includes a general final thought | \_\_Introduction shows an attempt to include a hook, background information, and a thesis statement  \_\_Body paragraphs include minimal support with little to no explanation and elaboration  \_\_Some transitions are used; attempt at use of transitions  \_\_Weak conclusion paragraph that mostly repeats the introduction and the topic. | \_\_Introduction is absent or unclear  \_\_Body paragraphs include no support or the supporting statements are not related and not clear  \_\_Transitions are not used or used incorrectly  \_\_Conclusion is absent or unclear |
| ***Content*** | \_\_Clear, effective thesis statement that relates to the topic  \_\_Excellent use of examples that relate to the thesis statement and topic sentence of the body paragraphs  \_\_The explanation of evidence fully explains the topic and effectively proves the thesis statement | \_\_Thesis statement relates to the topic  \_\_Use of examples that somewhat relate to the thesis statement and topic sentence of the body paragraphs  \_\_The explanation of evidence adequately explains the topic and helps proves the thesis statement | \_\_Thesis statement loosely relates to the topic  \_\_Information is often repeated or goes off topic  \_\_Examples and explanations are incomplete or are not clear and vaguely relate to the thesis or topic sentences of body paragraphs  \_\_Explanations and evidence need further clarification | \_\_Thesis statement is absent or unclear  \_\_Examples are inaccurate, confusing, or unrelated to the thesis statement or topic sentences of body paragraphs  \_\_Explanations and evidence are absent or unclear |
| ***Style*** | \_\_Variety of sentence structure that flow smoothly  \_\_Strong verbs used for lead in and transitions  \_\_Strong use of language used helps the reader understand the topic  \_\_MLA format used throughout | \_\_Somewhat of a variety in sentence structures  \_\_Some different verbs are used for lead in and transitions  \_\_Familiar language is used  \_\_MLA format used, some errors in format present | \_\_Mostly simple sentences that begin the same way  \_\_Many of the same verbs are used for lead ins and transitions throughout  \_\_Basic language is used  \_\_Attempt at use of MLA format | \_\_Fragments and run on sentences used throughout  \_\_Repeated words and phrases throughout  \_\_Language is unclear  \_\_MLA format is not used |
| ***Mechanics*** | \_\_Minimal, if any errors in capitalization, usage, punctuation, and spelling | \_\_Few errors in capitalization, usage, punctuation, and spelling that do not interfere with the reading or understanding | \_\_Several errors in capitalization, usage, punctuation, and spelling that affect the reader’s ability to comprehend the essay | \_\_Many errors in capitalization, usage, punctuation, and spelling that interfere with the overall understand of the essay |