**Character Analysis Rubric**

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|  | **Exceeds Expectations**  **9-10** | **Meets Expectations**  **7-8 pts** | **Below Expectations**  **5-6 pts** | **Far Below Expectations**  **4-0 pts** |
| Presentation | Final is typed in 12 pt font, black ink and double-spaced or neatly written in blue or black ink, double-spaced. Cover page includes title, name, date, and mod. | Almost all presentation requirements are met | Most presentation requirements were met. | Many presentation requirements were not met. |
| Introduction and Thesis Statement | The introduction includes title, genre, author, plot idea and transitions to the thesis statement. The thesis statement names the topic of the essay and outlines the main points to be discussed | One of the requirements may be missing and  transitions to the  thesis statement, and  is mostly effective.  The thesis statement  names the topic of  the essay and  somewhat outlines  the main points. | Two or more requirements are missing.  The introduction is  somewhat effective.  The thesis statement  outlines some or all of  the main points to be  discussed but does not clearly name the topic. | Introduction is weak or missing and  important  information is  absent. The thesis  statement does not  name the topic and  does not preview  what will be  discussed. |
| Body Paragraphs | Each body paragraph focuses on one character trait. Examples and support are provided in a logical order. Each body paragraph has a well-written topic sentence and support that connects to the thesis. Has a concluding sentence. | Examples and  support are provided  in a fairly logical  order that makes it  reasonably easy to  follow the author's  train of thought.  Includes a  concluding sentence. | A few of the support  details or examples are  not in an expected or  logical order,  distracting the reader  and making the essay  seem a little confusing.  Includes a concluding  sentence. | Many of the support  details or examples  are not in an  expected or logical  order, distracting the  reader and making  the essay seem very  confusing. Does not  include a concluding  sentence |
| Support from the Text | The essay remains focused and includes insightful, direct evidence from the text to support claims about the character. The writer demonstrates an understanding of the character. | The essay remains  focused and includes  direct evidence from  the text to support  claims about the  character. The  writer demonstrates  an understanding of  the character. | The essay remains  mostly focused and  includes some direct  evidence from the text  to support claims about  the character. The  writer somewhat seems  to have an  understanding of the  character. | The essay is not very  focused and/or does  not include direct  evidence from the  text to support  claims about the  character. The  writer does not  appear to have a  clear understanding  of the character. |
| Conclusion | The conclusion is strong  and leaves the reader  solidly understanding the writer’s position.  An effective restatement of  the thesis is included. | The conclusion is  recognizable and  understandable. The  author's thesis is  restated. | The conclusion is  recognizable. The  author's thesis is  restated within the  closing paragraph. | The thesis is not  restated or is found  in the same wording  as the introduction.  The essay is not  summed up. |
| Conventions | Author makes virtually  no errors in grammar,  spelling, or punctuation  that distract the reader  from the content. | Author makes few  errors in grammar,  spelling, or  punctuation that  distract the reader  from the content. | Author makes some  errors in grammar,  spelling, or  punctuation that  distract the reader from  the content. | Author makes  excessive errors in  grammar, spelling,  or punctuation that  distract the reader  from the content. |
| Prewriting | Graphic organizer is complete, clear and developed; first draft is clear and matches the content in the essay. | Prewriting is well  developed. It mostly  matches the content  in the essay. | Prewriting is not very  well developed and/or  does not match the  content in the essay. | Prewriting is very  underdeveloped and  does not match the  content in the essay. |

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