

## ANALYTICAL ESSAY RUBRIC

	<b>3 - Exemplary</b>	<b>2.5 - Satisfactory</b>	<b>2- Below Satisfactory</b>	<b>1 - Unsatisfactory</b>
<b>Key Question, Problem, or Issue</b>	--CLEARLY defines the issue or problem; --ACCURATELY identifies the core issue; --Appreciates DEPTH and BREADTH of issue or problem;	--CLEARLY defines the issue; --ACCURATELY identifies the core issue; --Does NOT fully explore DEPTH and BREADTH of problem;	--Defines the issue POORLY; --Not entirely ACCURATE about core issue; --SUPERFICIALLY/NARROWLY explores SOME core issues;	--FAILS to CLEARLY define the issue or problem; --Does NOT recognize and/or explore the core issue
<b>Purpose and Thesis/Argument</b>	--CLEARLY and EXPLICITLY states purpose of essay; --CLEARLY INDICATES thesis/argument	--INDICATES purpose of essay, but is NOT EXPLICIT; --INDICATES thesis/argument	--VAGUELY INDICATES purpose of essay, but is NOT explicit --VAGUELY INDICATES thesis/argument	--Does NOT INDICATE, explicit or otherwise purpose of essay --Does NOT INDICATE thesis/argument
<b>Concepts</b>	--IDENTIFIES and ACCURATELY explains the relevant key concepts; --APPROPRIATELY uses relevant key concepts throughout the essay; --CONSISTENTLY uses the relevant key concepts throughout the essay	--IDENTIFIES and ACCURATELY explains the relevant key concepts, --but SOMETIMES uses concepts INAPPROPRIATELY; --or uses concepts INCONSISTENTLY	--Identifies SOME (not all) key concepts; --Does NOT FULLY and ACCURATELY explain each identified concept --Use of concepts is SUPERFICIAL and/or INACCURATE at times	--Does NOT IDENTIFY key concepts or --Identifies but FAILS to use key concepts or --Uses key concepts INAPPROPRIATELY throughout the essay;
<b>Information to Support Thesis/Argument</b>	--Uses SUFFICIENT, CREDIBLE, RELEVANT information from sources to support the argument/thesis; --Information is impeccably ORGANIZED to provide logical, clear basis for argument	--Uses CREDIBLE and RELEVANT information, but needs some additional information to fully support the argument/thesis; --Information is mostly ORGANIZED to provide logical, clear basis for argument	--Gathers SOME CREDIBLE information, but not enough; SOME information may be IRRELEVANT; --Information is NOT ORGANIZED; logic of argument is difficult to follow	--Relies on INSUFFICIENT, UNRELIABLE, or IRRELEVANT information --Information is not ORGANIZED; logic of argument is difficult to follow
<b>Interpretations, Inferences</b>	--Uses EVIDENCE and REASON to come to logical conclusions; --Makes DEEP rather than superficial inferences; --Inferences are CONSISTENT with one another	--Uses EVIDENCE and REASON to obtain justifiable, logical conclusions; --Makes VALID inferences but some are SUPERFICIAL; --Inferences are CONSISTENT with one another	--Does follow SOME EVIDENCE to conclusions that are mostly logic or valid; --Inferences are more often than not UNCLEAR or NOT based in evidence; --Inferences are ILLOGICAL, INCONSISTENT, and/or SUPERFICIAL	--Uses SUPERFICIAL or IRRELEVANT evidence to come to illogical or invalid conclusions --Exhibits CLOSED-MINDEDNESS or HOSTILITY toward evidence/reason; maintains views based on self-interest
<b>Implications, Consequences,</b>	--Identifies the most SIGNIFICANT, IN-DEPTH, and INSIGHTFUL implications and consequences of the reasoning; --Implications identified are DEEP rather than superficial	--Identifies SIGNIFICANT implications and consequences, but LACKS some DEPTH and INSIGHT; --Implications identified are VALID, but some are SUPERFICIAL;	--Identifies VALID implications and consequences; but misses SIGNIFICANT implications and/or implications grossly LACK DEPTH and INSIGHT; --Implications identified are SUPERFICIAL	--Ignores SIGNIFICANT implications and consequences of reasoning --Implications are INVALID
<b>Organization</b>	--Essay is ORGANIZED with clear transitions throughout; --Essay is easy to read	--Essay is MOSTLY organized, but some spots are in need of better organization or transition; --Essay is easy to read	--Essay has BASIC organization, but lacks transitions or in-paragraph organization --Essay is somewhat difficult to read	--There is NO organization to essay, the essay has few to no transitions, and/or there is little to no in-paragraph organization; --Essay is difficult to read
<b>Overall Assessment</b>	--Demonstrates a completely CLEAR, ACCURATE, and IN-DEPTH understanding of the subject --Has mastered the content material	--Demonstrates a CLEAR and ACCURATE understanding of the subject, but needs to FURTHER elucidated DEPTH of understanding; --Has a strong grasp of the content material	--Demonstrates SOME understanding of the subject at a SUPERFICIAL level --Has a basic or mediocre understanding of the content material	--Conveys an INACCURATE understanding of the subject at any level --Has limited or no understanding of the content material

3 = Thinking is exemplary, skilled, marked by excellence in clarity, accuracy, precision, relevance, depth, breadth, logicity, and fairness

2.5 = Thinking is competent, effective, accurate and clear, but lacks the exemplary depth, precision, and insight of a 4

2 = Thinking is inconsistent, ineffective; shows a lack of consistent competence: is often unclear, imprecise, inaccurate, and superficial

1 = Thinking is unskilled and insufficient, marked by imprecision, lack of clarity, superficiality, illogicality, and inaccuracy, and unfairness