

Name: _____

Short Story Literary Analysis Essay

Period: _____

Objective: A well developed literary analysis proving how a theme is created and developed in a short story.

| SKILL | Exemplary (4) | Proficient (3) | Needs Improvement (2) | Unacceptable (1) |
|-----------------|---|---|--|--|
| HOOK | Essay begins with 1-2 sentences that effectively grab the reader's attention. Hook is clearly connected to the essay's main topic; writer transitions smoothly between hook and story summary. | Essay begins with 1-2 sentences that adequately grab the reader's attention. Hook is connected to the essay's main topic; writer transitions between hook and story summary. | Essay begins with 1 sentence that attempts to grab the reader's attention. Hook is minimally connected to the main topic; transition between hook and summary needs improvement. | Essay does not begin with a sentence that grabs the reader's attention; or hook is not connected to the essay's main topic. No transition between hook and summary. |
| SUMMARY | Provides a complete and well-written summary of the selected story. Introduces the major characters, setting, conflict and resolution. Includes all information necessary to comprehend the significance and relevance of the thesis statement. | Provides a basic summary of the selected story. Introduces most of the major aspects of the story such as characters, setting, conflict and resolution. Includes most information necessary to comprehend the significance of the thesis statement. | Provides a minimal summary of the selected story. Is missing major aspects of the story such as characters, setting, conflict, or resolution. Leaves the reader questioning the connection between the story and the thesis statement. | Summary of the selected story is missing or seriously flawed. Does not give any specifics regarding characters, setting, conflict or resolution. Makes no connection between the story and the thesis statement. |
| THESIS | Thesis statement is clearly stated at the end of the introductory paragraph and states the three main points that will be discussed throughout the essay. Statement shows a thorough understanding of theme within the selected story. | Thesis statement is stated somewhat clearly at the end of the introductory paragraph and provides the three main points to be discussed throughout the essay. Statement shows an understanding of theme within the selected story. | Thesis statement lacks clarity and/or does not clearly state the three main techniques used to develop a specific theme. Shows a minimal understanding of theme within the selected story. | Introductory paragraph does not contain a thesis statement or thesis statement is unacceptable. Does not state three techniques to be discussed throughout the essay. |
| TOPIC SENTENCES | Each body paragraph begins with a clearly focused topic sentence. that reinforces the thesis statement and points to a specific literary technique. | Each body paragraph begins with a topic sentence that adequately restates the thesis and mentions a specific literary technique. | Topic sentences are weak and fail to adequately reinforce the thesis. Literary techniques are vaguely mentioned. | Topic sentences are unclear and are not focused on the thesis statement. No literary techniques mentioned. |
| | Consistently and accurately | Cites strong and thorough | Attempts to incorporate | Rarely incorporates |

| | | | | |
|--|---|--|--|---|
| EVIDENCE (ICE METHOD) Weighted x2 | cites strong and thorough textual evidence to support analysis of what the text says. Always includes a complete explanation of textual context, connection to thesis statement and accurate citations. | textual evidence to support analysis of what the text says. Almost always includes a complete explanation of textual context, connection to thesis statement and accurate citations. | textual evidence to support analysis of what the text says. Sometimes includes explanation of textual context, connection to thesis statement and citations. | meaningful textual evidence to support analysis of what the text says. Consistently omits context, explanations or citations. |
| CONCLUSION | Conclusion contains all necessary elements: restatement of thesis, summary of main points, final "big picture" thought. Writer demonstrates a thorough understanding of theme, author's purpose, and real world significance. | Conclusion contains a restatement of the thesis, summary of the main points, and attempts to make a real world connection in a final thought. Shows an adequate understanding of theme and author's purpose. | Conclusion is missing some necessary elements or is written in a manner that is confusing to the reader. Missing final "big picture" thought that connects theme to real world significance. | Minimal effort in concluding the essay clearly and sufficiently. Missing most of the necessary elements for an adequate conclusion. |
| CONVENTIONS | Demonstrates excellence in spelling, mechanics, usage, and grammar | Demonstrates appropriate spelling, usage, mechanics, and grammar | Makes some errors in spelling, usage, mechanics, and grammar | Makes considerable errors in spelling, usage, mechanics, and grammar |

FATAL ERRORS

Any of the following errors will result in a grade of zero until the appropriate corrections are made.

- No name on paper
- Failure to capitalize the first word in names and sentences
- No punctuation marks at the end of sentences
- Use of incomplete sentences
- Use of text lingo, or the use of first person ("I" or "we")

Final Grade:

_____/32 points = _____%