

# Assessment Rubric for Literature Papers

Evaluator's Name: \_\_\_\_\_

Paper Information

**Paper Number:** \_\_\_\_\_  
**Student Name:** \_\_\_\_\_  
**Course number:** \_\_\_\_\_  
**Semester/year of course:** \_\_\_\_\_

**Values for "Assigned":**

- Required = R
- Optional = O
- Not targeted = N
- No annotation = [blank]

**Demonstration of Educational Goals:**

	Assigned	Rating
1 The ability to analyze and interpret texts		
2 The ability to apply literary and rhetorical theories		
3 The ability to apply established methodologies of literary criticism		
4 A sense of social and literary history as context		
5 The ability to engage with the concept of genre		
6 The general skills of college-level exposition		
7 The ability to establish and develop a sound argument		
8 The ability to use relevant sources		
9 The ability to conduct relevant literary and cultural research		
10 The ability to document resources accurately		
11 Originality and insight		

**Values for "Rating":**

- Strong = S
- Competent = C
- Weak = W
- N/A = [blank]

**Notes on goals:**

- #1 Pertains to the use of evidence from close reading to defend an interpretive thesis, including locating the significance of chosen passages in the context of a larger work.
- #2 Pertains to the explicit use of literary, critical, or rhetorical theory, as, for example, an explicitly formulated Marxist analysis of the representation of class in a novel. It does not pertain to general approaches that may have an unstated theoretical basis. For example, a focus on the passivity of female characters in a novel would not count for this goal, unless feminist theory is an explicit topic of the paper as well.
- #3 Pertains to the use of the discourse of literary criticism at a complex level, in regard to either: (a) specific approaches to interpretation that have established currency in the discipline, such as feminism and new historicism, but which do not involve the explicit theorization of A.2; and (b) terminology and techniques of formal analysis wielded in a more systematic and knowledgeable manner than the more general close reading that is covered by A.1.
- #4 While ideally we want students to have a sense of how social and literary history are reciprocal, the threshold for this goal may include papers that show either a sense of social history or a sense of literary history as context.
- #5 Pertains both to explicit indications of knowledge of genre, as well as to implicit indications, such as the analysis of the significance of rhyme words in a sonnet, or the imitation of an mock epic.
- #7 Pertains to the soundness of the logic and organization of the paper's defense of a clearly articulated, substantive thesis.
- #8 Pertains to the use of any source beyond the one of primary focus; these may be sources assigned by an instructor specifically for an assignment, ones read earlier in the course, or ones the student knows from another course, in addition to those discovered through research.
- #9 Pertains to student-directed research, usually for assignments which explicitly require such research.
- #10 Pertains to the documentation of any sources, in any paper that requires documentation (that is, in more than just research papers).