

Department of Spanish and Portuguese  
The University of Kansas  
Writing Assessment  
**540 Analytical essay rubric**

*1) Formulates a thesis (i.e., take a point of view), supports and extends it in a sophisticated manner and brings it/the reading to new conclusions.*

**1.** Thesis appears only in conclusion./ not clearly stated at outset, implied thesis/ thesis awkwardly formulated/ too general

**2.** The thesis is clearly formulated but is based on generalizations and concepts that are taken for granted (“lazy thinking”). / Strong thesis, good readings of text; conclusion is extremely weak. / too much plot summary / thesis stated well in introduction, but not developed in the essay/

*2) Analyzes texts and synthesizes material, interpreting it/them with a variety of techniques.*

**1.** Some efforts to analyze the text but these are outnumbered by mere plot summary. / cursorily applies an unexamined concept to various sections of the text / descriptive rather than analytical/

**2.** superficial reading but coherent and well synthesized; lack of attention to historical context/ superficial textual analysis, but solid synthesis of those analyses/

*3) In the process, the paper evidences an ability to read critically (vs. only for information), identifying an author's thesis and arguments, and evaluating whether those arguments convincingly support his or her conclusions. This section may include evaluation of whether the writer has read and appropriately incorporated secondary materials and/or selected theoretical readings.*

**1.** Some effort to use secondary sources to support ideas, but ideas themselves unclear / inclusion of secondary sources, but not in appropriate or productive way. / over-reliance on outdated sources. / quotes from secondary sources but does not treat those sources analytically./

2. Poor use of secondary sources—one article not applicable, others give historical context that is problematically used as evidence to support literary analysis. / too much dependence on secondary materials for reading of texts; repetition of sources' ideas rather than using them to develop original ideas or to advance an original reading. / limited use of secondary materials, not integrated well into textual analysis / inconsistent (fluctuate b/w plot summary and engagement with secondary readings in a thoughtful and critical manner)/ little (few) secondary sources

*4) The paper uses a variety of grammatical constructions in a sophisticated and accurate manner. No major errors.*

1.

2. Spanish is stilted; some mood errors and direct translations from English / agreement errors; / errors in complex sentences and with relative pronouns./ inconsistent/ systematic preposition errors/ Solid overall but some fundamental syntax problems remain/ gender agreement issues and odd constructions/

*5) Paper evidences good technical skills: spelling, accentuation, avoidance of Anglicism and obvious translations; uses appropriate bibliography and references.*

1. major format problems/

2. Some Anglicisms; / typographical errors; problems in bibliography (fails to follow MLA style) / some English transfer/ minor mechanical problems