

Writing: Character Analysis

Use the chart below (and the rubric on page 37) to evaluate a character analysis. Circle the numbers that best indicate how well the criteria and standards are met. With these eleven criteria, the lowest possible score is 0, the highest 44.

4 = Clearly meets this standard

3 = Makes a serious effort to meet this standard and is fairly successful

2 = Makes some effort to meet this standard but with little success

1 = Does not achieve this standard

0 = Unscorable

STANDARDS	CRITERIA FOR EVALUATION	RATING				
Genre, Organization, and Focus						
WS 1.0	Opening grabs reader's attention.	4	3	2	1	0
WS 1.0, 1.3	Summary statement identifies author, story title, main character, setting, and conflict.	4	3	2	1	0
WA 2.2a, 2.2b	Thesis statement identifies character traits to be discussed and links them to what happens in the story.	4	3	2	1	0
WS 1.0, 1.1, 1.7	Each body paragraph analyzes only one character trait.	4	3	2	1	0
WS 1.1, 1.7	Ideas are arranged logically.	4	3	2	1	0
WS 1.0, 1.2 WA 2.2a, 2.2c	Story details, examples, and descriptions support each trait analyzed.	4	3	2	1	0
WS 1.1	Transitional words and phrases aid coherence.	4	3	2	1	0
WS 1.0, 1.3	Conclusion summarizes character traits discussed in essay.	4	3	2	1	
WS 1.0	Conclusion restates main idea of analysis.	4	3	2	1	0
Writing Conventions						
WA 2.0 WC 1.0, 1.4, 1.6, 1.7	Standard English spelling, punctuation (with emphasis on punctuating introductory prepositional phrases), and capitalization are used appropriately for this grade level.	4	3	2	1	0
WA 2.0 WC 1.0, 1.1, 1.3, 1.4	Standard English grammar and sentence structure (with emphasis on combining choppy sentences) are used appropriately for this grade level.	4	3	2	1	0
Total Points:						

Writing: Character Analysis

CRITERIA FOR EVALUATION	SCORE POINT 4	SCORE POINT 3	SCORE POINT 2	SCORE POINT 1
Genre, Organization, and Focus				
Opening grabs reader's attention.	Vibrant opening grabs the reader's attention.	Attention-grabbing opening is only partially developed.	Opening is relevant and attempts to address audience but is only somewhat interesting.	Opening is trite or dull and fails to consider audience.
Summary statement identifies author, story title, main character, setting, and conflict.	Summary statement clearly identifies author, story title, main character, and setting and accurately describes conflict.	Summary statement identifies author, story title, main character, setting, and conflict, omitting only minor details.	Summary statement is incomplete or includes minor inaccuracies.	Summary statement is missing, omits essential elements, or includes major factual errors.
Thesis statement identifies character traits to be discussed and links them to what happens in the story.	Thesis statement clearly identifies character traits to be discussed and accurately links them to what happens in the story.	Thesis statement identifies character traits to be discussed and rather vaguely links them to the story.	Thesis statement mentions only one character trait to be discussed and/or does not link traits to the story.	Thesis statement is missing or is not related to the analysis.
Each body paragraph analyzes only one character trait.	Each body paragraph thoroughly analyzes only one character trait.	Each body paragraph analyzes one character trait, with little overlapping of supporting information.	One or more body paragraphs include information about more than one character trait.	All character traits are analyzed in the same paragraph, or traits are scattered among paragraphs.
Ideas are arranged logically.	All ideas are arranged logically.	Most ideas are arranged logically, but some support is out of order.	Ideas are not arranged logically, but most support is arranged with the appropriate idea.	Ideas and support are arranged haphazardly, confusing the reader.
Story details, examples, and descriptions support each trait analyzed.	Relevant story details, examples, and descriptions clearly support each trait analyzed.	Relevant story details, examples, and descriptions generally support most traits analyzed.	Story details, examples, and descriptions are sparse and only occasionally relevant to the traits analyzed.	Only personal reactions, rather than story details, support the analysis.

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WORKSHOP SCALES AND RUBRICS

CRITERIA FOR EVALUATION	SCORE POINT 4	SCORE POINT 3	SCORE POINT 2	SCORE POINT 1
Transitional words and phrases aid coherence.	Well-chosen transitional words and phrases clearly and effectively aid coherence.	Transitional words and phrases generally aid coherence.	Transitional words and phrases are sparse and are sometimes used inappropriately.	Transitional words and phrases are missing or are used inappropriately, confusing the reader.
Conclusion summarizes character traits discussed in essay.	Conclusion clearly and effectively summarizes character traits discussed in essay.	Conclusion summarizes character traits discussed in essay but omits one or more essential details.	Conclusion refers to character traits discussed in essay but does not summarize their role in the essay.	Conclusion does not mention character traits discussed in the essay.
Conclusion restates main idea of analysis.	Conclusion clearly and effectively restates main idea of analysis.	Conclusion generally restates main idea of analysis, but restatement is somewhat unclear.	Conclusion merely hints at the main idea or simply repeats thesis from introduction.	Conclusion lacks any restatement of the main idea.
Writing Conventions				
Standard English spelling, punctuation (with emphasis on punctuating introductory prepositional phrases), and capitalization are used appropriately for this grade level.	Standard English spelling, punctuation (with emphasis on punctuating introductory prepositional phrases), and capitalization are used appropriately for this grade level throughout the essay.	Standard English spelling, punctuation (with emphasis on punctuating introductory prepositional phrases), and capitalization are used appropriately for this grade level, with few problems.	Inconsistent use of standard English spelling, punctuation (with emphasis on punctuating introductory prepositional phrases), and capitalization appropriate for this grade level jars the reader.	Use of standard English spelling, punctuation (with emphasis on punctuating introductory prepositional phrases), and capitalization appropriate for this grade level is minimal and confuses the reader.
Standard English grammar and sentence structure (with emphasis on combining choppy sentences) are used appropriately for this grade level.	Standard English grammar and sentence structure (with emphasis on combining choppy sentences) are used appropriately for this grade level throughout the essay.	Standard English grammar and sentence structure (with emphasis on combining choppy sentences) are used appropriately for this grade level, with few problems.	Inconsistent use of standard English grammar and sentence structure (with emphasis on combining choppy sentences) appropriate for this grade level jars the reader.	Use of standard English grammar and sentence structure (with emphasis on combining choppy sentences) appropriate for this grade level is minimal and confuses the reader.