



Six-Traits Grading Rubric for *Oedipus Rex* Essay

I. IDEAS AND CONTENT

5	This paper is clear and focused. It holds the reader's attention. Relevant examples, comments and details enrich the critical analysis. Connects to something writer has experienced or observed, or to a current event read or heard about in the past few weeks Includes direct statements made by characters, dramatic statements made by character about others, characters who stand for ideas, and the work itself as it represents ideas.
3	The writer is beginning to define the position or opinion, even though development is still basic or general. The writer mentions something personal and contemporary and refers to speeches from the play.
1	As yet, the paper has no clear sense of purpose or focus on single issue. To extract meaning from the text, the reader must make inferences based on sketchy or missing details. Makes no connections and includes not direct quotations.

II. ORGANIZATION

5	The organization enhances and showcases the critical analysis. The order, structure, or presentation of details is compelling and moves the reader through the text.
3	The organizational structure is strong enough to move the reader through the details of the analysis without too much confusion.
1	The writing lacks a clear sense of direction. Ideas, details, or events seem strung together in a loose or random fashion; there is no identifiable internal structure.

III. VOICE

5	The writer speaks directly to the reader in a way that is individual, compelling, and engaging, is aware and respectful of the audience, and the purpose for writing this critical analysis.
3	The writer seems sincere, but not fully engaged or involved. The result is pleasant or even personable, but not compelling.
1	The writer seems indifferent, uninvolved, or distanced from the literature and/or the audience.

IV. WORD CHOICE

5	Words relate the writer's critical analysis in a precise, interesting, and natural way, with powerful engaging words.
3	The language is functional, even if it lacks energy. It is easy to figure out the writer's meaning on a general level.
1	The writer struggles with limited vocabulary, searching for words to convey meaning and to show his/her position on the issues or opinion of the literature.

V. SENTENCE FLUENCY

5	The writer has an easy flow, rhythm and cadence. Sentences are well built, with strong and varied structure that invites expressive oral reading. Quotations flow seamlessly in the text of the essay.
3	The text hums along with a steady beat, but tends to be more pleasant or business like than musical, more mechanical than fluid. Quotations stand out from the text.
1	The reader would have to practice quite a bit in order to give this paper a fair interpretive reading.

VI. CONVENTIONS

5	The writer demonstrates a good grasp of standard writing conventions (e.g. spelling, punctuation, capitalization, grammar, usage, and paragraphing) and uses conventions effectively to enhance readability. Errors tend to be few and just a few minor touch-ups would make this publishable. Bibliography format is correct. Quotations are punctuated correctly.
3	The writing shows reasonable control over a limited range of standard writing conventions. Conventions are sometimes handled well and enhance readability; at other times errors are distracting and impair readability. Bibliography included.
1	Errors in spelling, punctuation, capitalization, usage and grammar and/or paragraphing repeatedly distract the reader and make the personal reminiscence difficult to read. No bibliography.