ANALYTICAL ESSAY GRADING RUBRIC

HOW TO USE THIS RUBRIC

This rubric breaks down exactly what teachers evaluate when grading analytical essays.

- Use it to **self-assess** before submission

- Use it to **understand feedback** after receiving grades

- Use it to **set improvement goals** for future essays

Scoring System: Most rubrics use 4-5 performance levels. This rubric uses 4:

- **Advanced (A)** = 90-100%

- **Proficient (B)** = 80-89%

- **Developing (C)** = 70-79%

- **Beginning (D-F)** = Below 70%

MAIN RUBRIC CATEGORIES

CATEGORY 1: THESIS & CENTRAL ARGUMENT (20%)

What Teachers Look For:

The thesis is the foundation of your entire essay. Teachers evaluate whether it's specific, arguable, analytical, and effectively guides the essay.

ADVANCED (18-20 points)

Thesis Statement:

- Makes a sophisticated, insightful claim that goes beyond obvious observations

- Is highly specific with clear supporting points previewed

- Takes a strong, defensible analytical position

- Demonstrates original thinking and depth of understanding

- Clearly answers "so what?" (explains significance)

Argument Development:

- Every paragraph directly advances the thesis

- Argument builds logically and cohesively throughout

- Demonstrates nuanced understanding of complexity

- Addresses potential counterarguments or complications

Teacher Comments You'll See:

- "Excellent thesis—specific and insightful"

- "Strong analytical claim"

- "Sophisticated argument"

- "Your thesis guides the essay effectively"

PROFICIENT (16-17 points)

Thesis Statement:

- Makes a clear, arguable claim

- Is specific with supporting points indicated

- Takes an analytical position (not just observation)

- Explains significance adequately

- May lack the sophistication or originality of advanced work

Argument Development:

- Most paragraphs support the thesis clearly

- Argument is logical and mostly cohesive

- Shows solid understanding

- May not fully address complexity

Teacher Comments You'll See:

- "Clear thesis"

- "Good argument"

- "Supports your claim well"

- "Could push analysis deeper"

DEVELOPING (14-15 points)

Thesis Statement:

- States a position but may be too broad or vague

- Is somewhat arguable but may lean toward observation

- Supporting points are unclear or missing

- Significance is stated but underdeveloped

- May be too obvious or simplistic

Argument Development:

- Some paragraphs support thesis; others drift off-topic

- Argument has logical gaps

- Understanding is surface-level

- Doesn't address complexity

Teacher Comments You'll See:

- "Make your thesis more specific"

- "This is more observation than argument"

- "Clarify your main claim"

- "Some paragraphs don't connect to thesis"

BEGINNING (0-13 points)

Thesis Statement:

- Missing, unclear, or not analytical

- Makes an obvious statement or just summarizes

- Is too broad, vague, or confusing

- Doesn't preview supporting points

- Fails to explain significance

Argument Development:

- Lacks clear central argument

- Paragraphs don't connect cohesively

- Shows misunderstanding of text/topic

- No engagement with complexity

Teacher Comments You'll See:

- "Where is your thesis?"

- "This is plot summary, not analysis"

- "Too vague—what's your actual argument?"

- "See me about developing a thesis"

CATEGORY 2: EVIDENCE & SUPPORT (20%)

What Teachers Look For:

Quality and quantity of evidence, relevance to argument, proper citation, and effective use of textual support.

ADVANCED (18-20 points)

Evidence Quality:

- Uses multiple (2-3+) specific, relevant pieces of evidence per paragraph

- Selects the strongest, most compelling evidence available

- Evidence directly proves each claim

- Shows excellent judgment in choosing quotes

Evidence Usage:

- Every piece of evidence serves a clear analytical purpose

- Evidence is substantial (not trivial details)

- Draws from throughout the text (not clustered)

- May incorporate secondary sources appropriately

Citations:

- All citations are accurate and properly formatted

- Follows MLA/APA/Chicago consistently

- No citation errors

Teacher Comments You'll See:

- "Excellent evidence selection"

- "Perfect citations"

- "Strong textual support"

- "Your evidence really proves your points"

PROFICIENT (16-17 points)

Evidence Quality:

- Uses adequate (2-3) relevant pieces of evidence per paragraph
- Evidence is appropriate and supports claims
- Generally good selection, though not always optimal
- Evidence is clear and specific

Evidence Usage:

- Most evidence supports argument well
- Evidence is relevant, though occasionally tangential
- Generally distributed throughout text
- Focuses on primary sources appropriately

Citations:

- Citations are mostly accurate with minor errors
- Format is mostly consistent
- A few citation mistakes don't impede understanding

Teacher Comments You'll See:

- "Good evidence"
- "Support is solid"
- "Check citation format here"
- "Good quote choice"

DEVELOPING (14-15 points)

Evidence Quality:

- Uses limited evidence (1-2 pieces per paragraph)
- Evidence is sometimes relevant but not always optimal
- Some evidence is weak or doesn't prove the claim
- Evidence may be too general or vague

Evidence Usage:

- Evidence sometimes doesn't clearly support claims

- Relies too heavily on one section of text

- May include irrelevant evidence

- Evidence is superficial

Citations:

- Inconsistent or incorrect citation format

- Missing citations for some quotes

- Frequent citation errors

- Format confusion (mixing styles)

Teacher Comments You'll See:

- "Need more evidence here"

- "This quote doesn't support your point"

- "Fix your citations"

- "Evidence is too vague"

BEGINNING (0-13 points)

Evidence Quality:

- Little to no relevant evidence

- Evidence is missing, irrelevant, or fabricated

- No quotes or specific textual references

- Evidence is extremely weak

Evidence Usage:

- Evidence doesn't support claims

- Relies on plot summary instead of evidence

- No connection between evidence and argument

- May plagiarize

Citations:

- Missing citations entirely

- Incorrect citation format throughout

- No Works Cited/References page

- Serious citation errors

Teacher Comments You'll See:

- "Where's your evidence?"

- "You need quotes from the text"

- "Missing citations—see me"

- "This is not acceptable"

CATEGORY 3: ANALYSIS & INTERPRETATION (25%)

What Teachers Look For:

This is THE MOST IMPORTANT category. Teachers want to see deep thinking about HOW and WHY evidence proves your claim, not just WHAT happens.

ADVANCED (23-25 points)

Analysis Depth:

- Provides thorough, sophisticated analysis for all evidence (2:1 ratio minimum)

- Explains WHAT evidence shows, HOW it works, and WHY it matters

- Goes beyond obvious interpretations to reveal deeper meanings

- Connects analysis back to thesis repeatedly

- Shows original insight and critical thinking

Analysis Quality:

- Interprets, doesn't just summarize or describe

- Identifies and explains literary/rhetorical techniques

- Explores complexity and nuance

- Makes connections others might miss

- Uses strong analytical verbs (reveals, demonstrates, suggests)

Integration:

- Analysis flows naturally from evidence

- Explains significance without restating

- Builds layered interpretation

- Shows how evidence proves thesis

Teacher Comments You'll See:

- "Excellent analysis"

- "Great insight here"

- "You really dig into the meaning"

- "This is sophisticated thinking"

- "Perfect—you explain HOW and WHY"

PROFICIENT (20-22 points)

Analysis Depth:

- Provides solid analysis for most evidence (approaching 2:1 ratio)

- Usually explains WHAT and HOW; sometimes explains WHY

- Goes somewhat beyond surface observations

- Generally connects to thesis

- Shows good understanding

Analysis Quality:

- More interpretation than summary, though some description remains

- Identifies some techniques

- Shows competent understanding

- Makes reasonable connections

- Uses analytical language

Integration:

- Analysis usually connects to evidence

- Explains meaning adequately

- Some repetition of evidence

- Generally clear purpose

Teacher Comments You'll See:

- "Good analysis"

- "Solid interpretation"

- "Could go deeper here"

- "Nice connection"

- "Explain more about HOW this proves your point"

DEVELOPING (18-19 points)

Analysis Depth:

- Limited analysis (less than 2:1 ratio; often 1:1 or less)

- Explains WHAT but rarely HOW or WHY

- Stays at surface level

- Weak connection to thesis

- Shows basic understanding only

Analysis Quality:

- More summary than analysis

- Restates evidence without interpreting

- Rarely identifies techniques

- Makes obvious observations

- Uses weak verbs (shows, says, talks about)

Integration:

- Analysis is disconnected from evidence

- Simply restates quotes in different words

- Unclear how evidence proves claim

- Lots of "this quote shows..." without explaining HOW

Teacher Comments You'll See:

- "This is summary, not analysis"

- "Dig deeper—explain WHY"

- "Don't just restate the quote"

- "More analysis needed"

- "So what? What does this mean?"

BEGINNING (0-17 points)

Analysis Depth:

- Little to no analysis present

- Only summary or description

- No explanation of significance

- No connection to thesis

- Misunderstands text/topic

Analysis Quality:

- Entirely plot summary or paraphrase

- No interpretation of meaning

- No technique identification

- Personal opinion without support

- Confused understanding

Integration:

- No clear connection between evidence and claims

- Drops quotes without explanation

- Analysis is absent or incomprehensible

- Shows fundamental misunderstanding

Teacher Comments You'll See:

- "Where's the analysis?"

- "You're just summarizing"

- "You need to interpret, not describe"

- "This doesn't analyze anything"

- "See me about analysis"

CATEGORY 4: ORGANIZATION & STRUCTURE (15%)

What Teachers Look For:

Logical flow, clear paragraph structure, effective introduction and conclusion, coherent essay development.

ADVANCED (14-15 points)

Overall Structure:

- Introduction engages reader and provides necessary context

- Thesis is positioned effectively (usually last sentence of intro)

- Body paragraphs follow logical, strategic order

- Conclusion synthesizes without mere repetition

- Essay has clear beginning, middle, and end

Paragraph Structure:

- Each paragraph has one clear main point

- Follows effective pattern: Topic sentence → Evidence → Analysis → Transition

- Paragraphs are appropriately developed (200-300 words)

- Each paragraph clearly advances the argument

Flow:

- Ideas build naturally and logically

- Strategic organization enhances argument

- No abrupt jumps or confusing sections

- Reader never loses track of argument

Teacher Comments You'll See:

- "Excellent organization"

- "Clear structure"

- "Flows beautifully"

- "Well-organized argument"

PROFICIENT (12-13 points)

Overall Structure:

- Introduction provides context and includes clear thesis

- Body paragraphs follow logical order

- Conclusion restates thesis and main points

- Generally clear structure throughout

Paragraph Structure:

- Most paragraphs have clear main points

- Usually follows Topic → Evidence → Analysis pattern

- Paragraph development is adequate

- Paragraphs generally support argument

Flow:

- Ideas mostly follow logically

- Organization is sensible though not strategic

- Occasional unclear connections

- Reader can follow argument

Teacher Comments You'll See:

- "Good organization"

- "Clear structure"

- "Paragraphs work well"

- "Flows smoothly"

DEVELOPING (11-12 points)

Overall Structure:

- Introduction is weak or provides insufficient context

- Thesis placement may be unclear

- Body paragraph order is somewhat random

- Conclusion may be weak, repetitive, or abrupt

- Structure is present but not effective

Paragraph Structure:

- Paragraph main points are sometimes unclear

- Structure is inconsistent within paragraphs

- Some paragraphs are too short or too long

- Not all paragraphs clearly support thesis

Flow:

- Ideas sometimes jump without clear connection

- Organization seems arbitrary

- Some confusing sections

- Reader occasionally loses thread

Teacher Comments You'll See:

- "Organize this more clearly"

- "Paragraph order seems random"

- "Strengthen your introduction"

- "Conclusion needs work"

- "This paragraph doesn't fit here"

BEGINNING (0-10 points)

Overall Structure:

- Missing or very weak introduction

- Unclear or missing thesis

- No logical paragraph order

- Weak or missing conclusion

- Serious structural problems

Paragraph Structure:

- Paragraphs lack clear main points

- No discernible internal structure

- Extremely short or excessively long paragraphs

- Paragraphs don't relate to thesis

Flow:

- Ideas are chaotic or random

- No clear organization

- Reader cannot follow argument

- Serious confusion throughout

Teacher Comments You'll See:

- "Needs complete reorganization"

- "Structure is unclear"

- "Where's your introduction/conclusion?"

- "Paragraphs are all over the place"

- "See me about organization"

CATEGORY 5: INTEGRATION & TRANSITIONS (10%)

What Teachers Look For:

Smooth quote integration, effective transitions between ideas and paragraphs, cohesive flow.

ADVANCED (9-10 points)

Quote Integration:

- All quotes introduced with signal phrases

- Quotes flow grammatically within sentences

- Context provided before quotes

- No "naked quotes" (dropped in without introduction)

- Perfect integration every time

Transitions:

- Sophisticated transitions between paragraphs

- Smooth connections within paragraphs

- Uses varied transition strategies (not just "also," "next")

- Transitions show logical relationships clearly

- Creates cohesive essay flow

Teacher Comments You'll See:

- "Excellent transitions"

- "Quotes integrated smoothly"

- "Perfect flow"

- "Seamless connections"

PROFICIENT (8 points)

Quote Integration:

- Most quotes introduced effectively

- Quotes usually flow grammatically

- Generally provides context

- Few "naked quotes"

- Competent integration

Transitions:

- Good transitions between paragraphs

- Adequate connections within paragraphs

- Uses standard transition words appropriately

- Transitions show relationships

- Generally cohesive

Teacher Comments You'll See:

- "Good transitions"

- "Quotes integrated well"

- "Smooth flow"

- "Nice connections"

DEVELOPING (7 points)

Quote Integration:

- Some quotes lack introduction

- Some quotes don't flow grammatically

- Limited context provided

- Several "naked quotes" present

- Awkward integration

Transitions:

- Weak transitions between paragraphs

- Limited connections within paragraphs

- Overuses simple transitions ("also," "next")

- Unclear logical relationships

- Choppy flow

Teacher Comments You'll See:

- "Introduce your quotes"

- "Need better transitions"

- "This quote doesn't flow"

- "Choppy—work on connections"

BEGINNING (0-6 points)

Quote Integration:

- Quotes dropped in without introduction

- Quotes don't fit grammatically

- No context provided

- Numerous "naked quotes"

- Poor integration throughout

Transitions:

- Missing transitions between paragraphs

- Abrupt jumps between ideas

- No transition words used

- Unclear relationships

- Disjointed essay

Teacher Comments You'll See:

- "Don't just drop quotes in"

- "Need transitions everywhere"

- "Ideas don't connect"

- "Very choppy"

CATEGORY 6: STYLE & VOICE (5%)

What Teachers Look For:

Academic tone, appropriate language, sentence variety, word choice precision.

ADVANCED (5 points)

- Sophisticated, engaging academic voice throughout

- Varied sentence structures create rhythm

- Precise, specific word choice

- Strong analytical verbs consistently used

- No casual language or contractions

- Present tense maintained (for literature)

- Third person maintained (no "I" or "you")

- Writing is clear, concise, and polished

Teacher Comments: "Excellent style," "Sophisticated writing," "Professional tone"

PROFICIENT (4 points)

- Clear academic voice maintained

- Some sentence variety

- Generally precise word choice

- Appropriate analytical language

- Mostly formal tone (minor lapses acceptable)

- Generally correct tense usage

- Mostly third person

- Writing is clear and competent

Teacher Comments: "Good style," "Clear writing," "Appropriate tone"

DEVELOPING (3 points)

- Inconsistent academic tone

- Repetitive sentence structures

- Vague or imprecise word choice

- Some casual language or contractions

- Tense shifts

- First or second person occasionally used

- Writing lacks polish

Teacher Comments: "Work on academic tone," "Vary sentences," "Avoid 'I' and 'you'"

BEGINNING (0-2 points)

- Inappropriate casual tone throughout

- Monotonous sentence structure

- Poor word choice

- Extensive casual language

- Serious tense problems

- Extensive use of "I" or "you"

- Writing is unclear or confusing

Teacher Comments: "Not academic writing," "Tone is too casual," "Serious style issues"

CATEGORY 7: GRAMMAR & MECHANICS (5%)

What Teachers Look For:

Sentence correctness, punctuation, spelling, basic grammar rules.

ADVANCED (5 points)

- No errors or extremely minor errors that don't distract

- Perfect sentence structure (no fragments or run-ons)

- Correct punctuation throughout

- No spelling errors

- Perfect subject-verb agreement

- Flawless mechanics

Teacher Comments: "Flawless grammar," "Well-edited," "Clean writing"

PROFICIENT (4 points)

- Few minor errors that don't impede understanding

- Generally correct sentence structure

- Generally correct punctuation

- Few spelling errors

- Mostly correct grammar

- Writing is clean

Teacher Comments: "Clean writing," "Minor errors only," "Well-edited"

DEVELOPING (3 points)

- Multiple errors that occasionally distract

- Some sentence structure problems

- Punctuation errors throughout

- Several spelling errors

- Some grammar mistakes

- Needs better editing

Teacher Comments: "Proofread carefully," "Fix grammar errors," "Sentence structure issues"

BEGINNING (0-2 points)

- Numerous errors throughout that seriously distract

- Major sentence structure problems

- Serious punctuation issues

- Many spelling errors

- Serious grammar problems

- Appears unedited

Teacher Comments: "Serious grammar issues," "Must proofread," "See writing center"

CATEGORY 8: CITATIONS & FORMAT (5%)

What Teachers Look For:

Proper citation format, Works Cited/References accuracy, document formatting.

ADVANCED (5 points)

- All citations perfect in chosen format (MLA/APA/Chicago)

- Works Cited/References flawlessly formatted

- Document format perfect (margins, spacing, headers)

- Every source properly documented

- Zero citation errors

Teacher Comments: "Perfect citations," "Excellent Works Cited," "Format is perfect"

PROFICIENT (4 points)

- Citations mostly correct with minor errors

- Works Cited/References mostly accurate

- Document format correct

- All sources documented (minor errors acceptable)

- Few citation mistakes

Teacher Comments: "Good citations," "Clean format," "Minor citation issues only"

DEVELOPING (3 points)

- Inconsistent citation format

- Works Cited/References has errors

- Some document formatting issues

- Some sources not properly documented

- Multiple citation errors

Teacher Comments: "Check citation format," "Fix Works Cited," "Inconsistent citations"

BEGINNING (0-2 points)

- Incorrect or missing citations

- Works Cited/References missing or seriously flawed

- Document formatting incorrect

- Many sources not documented

- Serious citation problems

Teacher Comments: "Missing citations," "No Works Cited," "Serious format issues"

TOTAL SCORE CALCULATION

Category	Points Possible	Your Points	Percentage
1. Thesis & Argument	20	___	___%
2. Evidence & Support	20	___	___%
3. Analysis & Interpretation	25	___	___%
4. Organization & Structure	15	___	___%
5. Integration & Transitions	10	___	___%
6. Style & Voice	5	___	___%
7. Grammar & Mechanics	5	___	___%
8. Citations & Format	5	___	___%
TOTAL	**100**	___	___%

GRADE RANGES

A (90-100): Exceptional analytical essay demonstrating sophisticated thinking, thorough evidence, deep analysis, and polished presentation.

B (80-89): Strong analytical essay with clear argument, solid evidence, good analysis, and competent presentation.

C (70-79): Adequate analytical essay with identifiable argument, some evidence, surface-level analysis, and basic presentation.

D (60-69): Weak analytical essay with unclear argument, limited evidence, insufficient analysis, and presentation problems.

F (Below 60): Failing essay with serious deficiencies in argument, evidence, analysis, and/or presentation.

COMMON TEACHER FEEDBACK DECODED

What They Say → What It Means → What To Do

"Needs more analysis"

- **Means:** You're summarizing instead of interpreting

- **Fix:** After each quote, add 2-3 sentences explaining HOW it proves your point and WHY it matters

"Make thesis more specific"

- **Means:** Your thesis is too vague or broad

- **Fix:** Add specific details about your supporting points and what they reveal

"This is summary, not analysis"

- **Means:** You're retelling what happens instead of explaining meaning

- **Fix:** Replace "what happens" with "what it reveals" or "why it matters"

"Dig deeper"

- **Means:** Your analysis stays on the surface

- **Fix:** After basic analysis, ask "so what?" and "why?" again to reach deeper meaning

"Introduce your quotes"

- **Means:** You're dropping quotes without context

- **Fix:** Add signal phrases before every quote: "According to X..." or "As Y reveals..."

"Connect to thesis"

- **Means:** Your paragraph drifts off-topic

- **Fix:** Add sentences explicitly linking your point back to your thesis claim

"Avoid plot summary"

- **Means:** You're telling the story instead of analyzing it

- **Fix:** Replace narrative ("then this happens") with interpretation ("this reveals")

"Where's your evidence?"

- **Means:** You're making claims without proof

- **Fix:** Add 2-3 specific quotes from the text to support your claim

"Cite your sources"

- **Means:** Missing citations or wrong format
- **Fix:** Add (Author Page#) after every quote and create Works Cited page

"Too vague"

- **Means:** Your language is imprecise
- **Fix:** Replace general words with specific details and concrete examples

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SELF-ASSESSMENT CHECKLIST

Use this before submitting to predict your grade:

THESIS & ARGUMENT

☐ My thesis makes a specific, arguable claim (not obvious)
☐ My thesis previews my three supporting points
☐ My thesis explains significance ("so what?")
☐ Every paragraph directly supports my thesis
☐ **Predicted score: ___/20**

EVIDENCE & SUPPORT

☐ I have 2-3 pieces of evidence per body paragraph
☐ All evidence is relevant and strong
☐ All quotes have proper citations
☐ Evidence is distributed throughout the text
☐ **Predicted score: ___/20**

ANALYSIS & INTERPRETATION

☐ I have 2+ sentences of analysis per piece of evidence
☐ I explain WHAT, HOW, and WHY for each quote
☐ I interpret meaning (don't just summarize)
☐ I identify and explain techniques
☐ I avoid plot summary
☐ **Predicted score: ___/25**

ORGANIZATION & STRUCTURE

☐ Strong introduction with context and thesis
☐ Each body paragraph has clear topic sentence
☐ Paragraphs follow logical order
☐ Strong conclusion synthesizing ideas

- [ ] **Predicted score: ___/15**

INTEGRATION & TRANSITIONS

- [ ] All quotes introduced with signal phrases
- [ ] Smooth transitions between paragraphs
- [ ] Cohesive flow throughout
- [ ] No "naked quotes"
- [ ] **Predicted score: ___/10**

STYLE & VOICE

- [ ] Academic, formal tone throughout
- [ ] Varied sentence structure
- [ ] No contractions or casual language
- [ ] Present tense for literature
- [ ] Third person (no "I" or "you")
- [ ] **Predicted score: ___/5**

GRAMMAR & MECHANICS

- [ ] No run-ons or fragments
- [ ] Correct punctuation
- [ ] No spelling errors
- [ ] Correct grammar throughout
- [ ] **Predicted score: ___/5**

CITATIONS & FORMAT

- [ ] All citations in correct format (MLA/APA)
- [ ] Works Cited/References page included
- [ ] Proper document formatting
- [ ] All sources documented
- [ ] **Predicted score: ___/5**

TOTAL PREDICTED SCORE: ___/100

PREDICTED GRADE: ___

ACTION PLAN FOR IMPROVEMENT

If You Scored 90-100 (A):

Maintain Excellence:

- Keep doing what you're doing

- Challenge yourself with more complex topics

- Help peers improve their writing

- Consider submitting work for publication

If You Scored 80-89 (B):

Push to Next Level:

- Focus on deepening analysis (most common gap)

- Work on sophistication of thesis

- Strengthen transitions between ideas

- Polish style and word choice

Priority Actions:

1. Add more "why this matters" analysis

2. Make thesis more specific/insightful

3. Vary sentence structure more

If You Scored 70-79 (C):

Build Stronger Foundation:

- Focus on evidence quantity (get to 2-3 per paragraph)

- Shift from summary to analysis

- Strengthen thesis specificity

- Improve quote integration

Priority Actions:

1. Add more evidence throughout

2. After each quote, write 3 sentences analyzing it

3. Rewrite thesis to be more specific

4. Add signal phrases before all quotes

If You Scored Below 70 (D-F):

Fundamental Rebuilding:

- Work with teacher or writing center

- Focus on one skill at a time

- Use templates and models

- Practice with shorter assignments first

Priority Actions:

1. Meet with teacher to clarify expectations

2. Use thesis formula from worksheet

3. Practice quote integration separately

4. Complete outline before drafting

WEIGHT BREAKDOWN: WHERE TO FOCUS YOUR EFFORT

Based on point values, prioritize:

1. Analysis (25%) ← MOST IMPORTANT

- This is where most students lose points

- Spend 40% of your writing time on analysis

- 2:1 ratio is non-negotiable

2. Thesis & Argument (20%) ← FOUNDATION

- Get this right first—everything else follows

- Spend time crafting strong thesis before drafting

3. Evidence (20%) ← PROOF

- More is usually better (within reason)

- Quality matters—select strongest quotes

4. Organization (15%) ← STRUCTURE

- Worth significant points

- Use outline to get this right

5. Everything Else (20% combined) ← POLISH

- Important but less weighted

- Don't neglect, but prioritize above items first

Remember: Most students lose points in ANALYSIS. If you focus on adding thorough, deep analysis that explains HOW and WHY (not just WHAT), you'll see the biggest grade improvements!