

## Critical Analysis Grade Sheet: Fiction

This is the grade sheet I use to evaluate your essay. Make sure you are doing each of these things in your writing.

Format and Professionalism	
The paper is correctly formatted	
The paper is turned in on time	
The paper is developed to adequately to support the argument	
The paper has a work(s) cited page	
The Introduction	
Sets the context by sharing the general topic. For example, it gives something specific about the human condition, character, certain situations, or an element of literature	
Provides the name of the author and title of the work, properly formatted.	
Provides a clear thesis that is the answer to one of the questions given for the assignment.	
The Body	
Gives specific examples or quotes from the story to support your thesis	
Explains why those things support or illustrate your thesis.	
<ul style="list-style-type: none"> <li>Are there specific reasons why you believe your thesis? (Topic Sentences)</li> </ul>	
<ul style="list-style-type: none"> <li>Are those reasons supported with direct quotes or <i>very</i> specific examples from the text?</li> </ul>	
<ul style="list-style-type: none"> <li>Is the evidence integrated into sentences, reflecting a smooth writing style?</li> </ul>	
<ul style="list-style-type: none"> <li>Is the evidence interpreted and connected to the thesis? (Do you explain how the quotes or examples support or prove your thesis?)</li> </ul>	
<ul style="list-style-type: none"> <li>Is the evidence used properly cited?</li> </ul>	
The Conclusion	
<p>Discusses how the specific examples add up to illustrate something more about the general topic set up in the introduction.</p> <p><b>OR</b></p> <p>Discusses how the work gives us a deeper understanding of the human condition, character, or situations through the author's use of the particular element.</p>	
Style and Clarity	
Conventions of literature for authors' names and titles are followed	
Style and level of formality meet the expectations of this type of writing	
Grammar and Mechanics meet expectations for writing at this level	
Works Cited page is formatted correctly, and correct citations are given for all works used	
Grade	Revision (See revision guidelines on your previous essays)

**Writer's Reference (WR), 8<sup>th</sup> ed. and Writing down the Basics (WB), 8/2017 ed. Checklist**

✗ Paragraph spacing—no extra space between. See [www.tiny.cc/paraspace](http://www.tiny.cc/paraspace)  
 (?) Don't ask questions, provide the answers  
 ? = it's not clear what this means. Explain or rephrase.

?/? = yes or no; be bold, it either is or isn't

✓ = Good point

¶ = Paragraph

| insert a space


→ = Tab to begin a paragraph, or fix indention

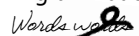
← = move back to margin or marked area

✗ Word = don't capitalize the word.

word = capitalize the word.

==

 :these two words or phrases mean the same thing or serve the same grammatical purpose. Get rid of one.

 Delete the word or phrase

word word: One word, not two

- **General format:** WR MLA 462; APA 521, WB MLA 48, APA 64, handout and videos on [www.kelli.ninja](http://www.kelli.ninja) 1301/2 pages
- **Develop your own title:** don't use the assignment as the title or solely use the topic of your paper as a title.
- **Header (Page numbers),** WR MLA 462, APA 521; WB MLA 48, APA 64
- **Spacing,** WR 462, WB 57
- **A/B** Don't start sentences with *and* or *but*
- **ABR:** Using abbreviations, WR 325+
- **ADV:** Adverbs to modify verbs, adj. and adv., WR 231+
- **AN:** Don't confuse author w/ narrator, L-16
- **ANT:** Ref to authors' names WB MLA 50 ; APA 70
- **APST:** Apostrophes, WR 304+, WB 26
- **ART:** Articles and noun markers, WR 262+
- **AWK:** Awkward or confusing phrasing. Reword
- **CA:** commas w/ adj. phrases/appositives, WR 292, WB 18+
- **CAP:** commas w/ absolute phrases, WR 294
- **CC:** commas w/ coordinate/cumulative adj. WR 289, WB 20
- **CE:** commas w/ restrictive/non-restrictive, WR 290+, WB 18+
- **CEC:** commas to express contrast, WR 294
- **CHOP:** Choppy sentences, WR 149+
- **CI:** commas after introductory word groups, WR 288, WB 18+
- **CITE** Citation WR MLA 422, APA 495; WB MLA 65, APA 71
- **CL:** commas in a series, WR 288, WB 18+
- **Cntx:** Putting material in context, WR MLA 409, APA 486. Both the same
- **CO:** use commas according to convention, WR 295-96
- **Comb:** combine sentences. Merge the sentences together for flow and/or to avoid repetition of the same phrasing. See CHOP

- **Connect:** connect what you've just talked about to your thesis. How does this evidence support your main point? See SYN
- **CP:** commas w/ parenthetical expressions, WR 294
- **CPL:** Capitalization, WR 322+
- **CQ:** use commas w/ he/she said, WR 295, WB 29
- **CRED** Establishing credibility, WR 104-105, WB 41
- **CS:** commas to join independent clauses/sentences (FANBOYS), WR 287, WB 18+ (See also RO)
- **CT:** commas w/ transitional expressions, WR 293+
- **CU:** Colon usage, WR 302+, WB 24+
- **CW** Compound word. Two words should be one.
- **DQ:** Dropped quotations, WR MLA 407, APA 485; WB 44
- **DS:** Dash, WR 313+, WB 27
- **EQ:** Ellipsis mark with quotations, WR 315+, L-19
- **FW:** Using foreign words in English papers, WR 330
- **GC:** Grammar Check! Grammar check would have caught this and other things.
- **GWS** = Goes without saying: you're stating something that you've already made clear or that your audience already knows and doesn't need to be told.
- **HA:** Hyphenated adjectives, WR 320
- **HANG** Hanging indent, WB MLA 55, APA 71
- **IMP** = implication. This is what your words imply.
- **INF** or Slang = informal; wording or phrasing that's too informal for the essay style and voice
- **INT:** Integrating sources, WR MLA 403, APA 482
- **IR:** seems irrelevant. Not connected or related to the point you're making at the moment or to the goals of the assignment. Connect it or get rid of it.
- **ISP:** Introducing summaries and paraphrases, WR MLA 401, APA 481
- **IT:** In-text citations, WR: MLA 413, APA 489; WB: MLA 58, APA 74
- **Ital** = put it in italics
- **LIT:** Stories/poems/plays: In-text citation/format, L-23
- **LPT:** Using literary present tense, p L-15
- **LQ:** Setting off long quotations, WR MLA 405; APA 484
- **MC:** Mixed construction, WR 144+
- **MS:** Subjects in sentences, WR 270+
- **MW:** missing word; it seems like you're missing a word here
- **my bad:** oops, I read wrong and made a mistake marking this—you are right ☺

- **NPP:** Avoid personal pronouns: I/me/my (formal)
- **NY:** Avoid using you—who do you mean? WB 39
- **OL:** Order and layout, WR MLA 462+; APA 521+
- **PA:** Pronoun Agreement, WR 196+
- **PC:** Paragraph coherence, WR 51+
- **PD:** Paragraph development, WR 45+, WB 32
- **PL:** Pretentious language, WR 179+
- **POV:** Shift in Point of View, WR 141, WB 15+
- **PP:** Pronouns—I and me, WR 201+
- **PQ:** Punctuating w/quotation marks, WR 283+, WB 29
- **PR:** Clear Pronoun Reference, WR 199+
- **PS:** Parallelism, WR 129+
- **PT:** Paragraph transitions, WR 55+
- **QIQ:** Quotations w/in quotations, WR 308, L-19
- **QM:** Quotation marks, WR 307+, WB 28+
- **Rep:** Avoid repetitive phrasing/words, WR 172+
- **RO:** Run-ons, WR 241+, WB 6+ (See also CS)
- **SC:** Semicolon usage, WR 300+, WB 22+
- **SF:** Sentence Fragments, WR 235+, WB 4+
- **SI:** Standard idioms, WR 187
- **SL:** Slang, WR 180+
- **SN:** Spelling out numbers, WR 328, WB (MLA) 62+ and (APA) 76+
- **SO:** Spell out the word or symbol
- **SP:** Signal phrases, WR MLA 406, APA 484, WB 44
- **SPL:** Spelling. Spell check!
- **ST:** Sentence-level transitions, WR 53+
- **SV:** Subject/Verb Agreement, WR p 197+, WB 13
- **SYN:** Synthesize sources/connect to thesis, WR MLA 409; APA 487 (both are the same)
- **TS:** Topic Sentences, WR 44+, WB 31
- **TT:** Treating Titles WB MLA 50 ; APA 70
- **UCE:** No comma w/ FANBOYS separating 2 phrases, etc., 296
- **UIS:** No comma with inverted sent. WR 299
- **UPP:** Use personal pronouns: I/me/my (familiar), WB 39
- **USV:** Don't separate s/v w/ commas, p 296
- **VT:** Verb Tense, WR p 205, 212, p 142
- **WC:** Word choice, WR 159, WB 17
- **WD** = Wordiness—simplify this.
- **WF** = word form; i.e. saying "the attractive dressed woman," instead of "the attractively dressed woman"
- **WR** = *Writer's Reference*, see the pages, chapter, or section I've given in the note
- **WS:** Words, letters, and numbers used as themselves, WR 330