**Question 1 / Poetry Analysis**

**ROW A: THESIS**

**For 0 points Essayist: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Per:\_\_\_\_\_**

\_\_\_ \*There is no defensible thesis

\_\_\_ \*Only restates the prompt **Prompt: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_**

\_\_\_ \*Fails to respond to prompt

Put \_\_\_ \*Summarizes the poem without a claim or coherency

**Row A** \_\_\_ \*Does not respond to the prompt

Points **For 1 Point**

Here \_\_\_ Responds to every aspect of the prompt, with a clear, defensible position/interpretation

↓ \_\_\_ \*Can be more than 1 sentence (in close proximity) – *Make it one sentence.*

\_\_\_ \*May be anywhere in the essay – *Put it at the end of a 1-2 sentence intro.*

+ \_\_\_\_\_ \_\_\_ \*Does not have to be successfully supported in the essay

**ROW B: EVIDENCE AND COMMENTARY – Must address poem as a whole (*theme*), sans technical problems**

**For 0 Points**

\_\_\_ \*Repeats thesis without development

\_\_\_ \*Repeats ideas from the prompt

\_\_\_ \*Irrelevant or incoherent

\_\_\_ \*No textual or relevant references – *Must have examples from the work*

**For 1 Point**

\_\_\_ \*Evidence is mostly general

\_\_\_ \*Commentary summarizes or describes without connecting evidence to argument – *Dance with examples*

\_\_\_ \*Mentions literary elements with little or no explanation

**For 2 Points**

\_\_\_ There is some specific, relevant evidence

\_\_\_ \*Fails to provide a clear line of reasoning despite some analysis of evidence

\_\_\_ \*Reasoning is faulty

\_\_\_ \*Specific evidence is weakened with broad generalizations

\_\_\_ \*Reasoning might be simplistic, inaccurate or repetitive – *Dig deep*

\_\_\_ \*May have only one successful point

\_\_\_ \*Connections between claims (*subtopic points*) not clearly established – *Use transitions; make connections*

**For 3 Points**

\_\_\_ Provides specific evidence to support all claims

\_\_\_ Explains how some of the evidence supports a line of reasoning

\_\_\_ Uniformly offers evidence to support claims

\_\_\_ Supports multiple claims

\_\_\_ Focuses on words and details to build an interpretation

\_\_\_ \*Commentary may fail to integrate some evidence or support a key claim

Put **For 4 Points**

**Row B** \_\_\_ Provides specific evidence to support all claims

Points \_\_\_ Consistently explains how evidence supports a line of reasoning

Here \_\_\_ Focuses on specific words and details from the poem to build an interpretation

↓ \_\_\_ Argument is organized and supports multiple claims, each with clear and adequate explanation

\_\_\_ The essay addresses how multiple literary techniques contribute to the interpretation

+ \_\_\_\_\_ \_\_\_ There are **no** grammar/mechanics errors that interfere with the expression of ideas

**ROW C: SOPHISTICATION**

**For 0 Points**

\_\_\_ \*Does not meet the criteria

\_\_\_ \*Attempts to contextualize argument but is mostly generalizations

\_\_\_ \*Only hints at or suggests other interpretations

\_\_\_ \*Uses complex syntax and/or diction that does not enhance the argument

Put \_\_\_ \*oversimplifies complexities in the poem

**Row C For 1 Point**

Points **Demonstrates sophisticated thought or complex understanding in any of these ways:**

Here \_\_\_ Identifies and explore complexities or tensions within the poem

↓ \_\_\_ Illuminates interpretation by situating it within a broader context (theme)

\_\_\_ Accounts for alternative interpretations of the poem

+ \_\_\_\_\_ \_\_\_ Employs a style that is consistently vivid and persuasive throughout the essay, not merely a phrase or reference

= \_\_\_\_\_ **TOTAL POINTS Evaluator: \_\_\_\_\_\_\_­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Per: \_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**