**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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**