**QUESTION 1 / POETRY ANALYSIS Evaluator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**ROW A: THESIS**

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

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

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

Put \_\_\_ \*Summarizes the passage 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

\_\_\_ \*Opinion without textual or relevant references – *Must have examples from the work*

**For 1 Point**

\_\_\_ \*Summarizes without proving the thesis

\_\_\_ \*Provides only one reference to the text – *Dance with examples*

\_\_\_ \*References to text are only vaguely relevant

\_\_\_ \*Drops in textual references with little or no analysis – *Dance with quotes* – *No Dump and run!*

**For 2 Points**

\_\_\_ Makes textual references (direct quotes or paraphrased) that are relevant to the thesis

\_\_\_ \*Analysis repeats, oversimplifies, or misinterprets the cited evidence

\_\_\_ \*Offers only simplistic analysis that doesn’t strengthen the argument

\_\_\_ \*Analysis contains multiple inaccuracies or instances ofrepetition

**For 3 Points**

\_\_\_ Makes textual references (direct quotes or paraphrases) that are relevant to the thesis

\_\_\_ \*Analysis of relationship between evidence and thesis is uneven, limited, or incomplete \_\_\_ \*Analysis is not always well-developed; it might stop short of appropriate depth or be piecemeal \_\_\_ \*Analysis merely assumes or implies a connection to the thesis, failing to be explicit

Put

**Row B For 4 Points**

Points \_\_\_ Makes textual references (direct quotes or paraphrases) that are relevant to the thesis

Here \_\_\_ Well-developed analysis consistently and explicitly explains relationship between evidence and thesis

↓ \_\_\_ Analysis engages significant details of the text to draw conclusions

\_\_\_ Integrates short excerpts throughout in order to support 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 arguments

\_\_\_ \*Only a single statement about theme; interpretation of theme is not maintained consistently

\_\_\_ \*Oversimplifies complexities in the poem

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

**Row C For 1 Point**

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

Here \_\_\_ Explains the significance or relevance of an interpretation within a broader context -- *Theme*

↓ \_\_\_ Discusses alternative interpretations

\_\_\_Uses relevant analogies to help an audience better understand an interpretation

+\_\_\_\_\_\_\_ \_\_\_ Uses a prose style that is especially vivid, persuasive, convincing, or appropriate to the argument

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