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