

formatted by Ann Richards

Row A: Thesis, 0-1 point				
0 points <ul style="list-style-type: none"> There is no defensible thesis. The intended thesis only restates the prompt. The intended thesis provides a summary of the issue with no apparent or coherent thesis. There is a thesis, but it does not respond to the prompt. 		1 point Responds to the prompt with a defensible thesis that presents an interpretation and may establish a line of reasoning.		
Responses that do not earn this point: <ul style="list-style-type: none"> The intended thesis only restates the prompt. The intended thesis is only a generalized comment about the chosen work that doesn't respond to the prompt 		Responses that earn this point: The thesis takes a position on/provides a defensible interpretation in response to the prompt.		
Row B: Evidence AND Commentary, 0-4 points				
0 points	1 point	2 points	3 points	4 points
Simply restates thesis (if present). OR Repeats provided information. OR Provides examples that are generally irrelevant and/or incoherent.	Summarizes the plot/text without reference to a thesis. OR Provides references to the text that are vaguely relevant. AND Provides little or no commentary.	Makes textual references (direct quotes or paraphrases) that are relevant to the thesis. AND Provides commentary; however, it repeats, oversimplifies, or misinterprets the cited information or evidence.	Makes textual references (direct quotes or paraphrases) that are relevant to the thesis. AND Provides commentary that explains the relationship between evidence and the thesis; however, commentary is uneven, limited, or incomplete.	Makes textual references (direct quotes or paraphrases) that are relevant to the thesis. AND Provides well-developed commentary that consistently and explicitly explains the relationship between the evidence and the thesis. The response must address an interpretation about the work as a whole.
Typical responses that earn 0 points:	Typical responses that earn 1 point:	Typical responses that earn 2 points:	Typical responses that earn 3 points:	Typical responses that earn 4 points:
<ul style="list-style-type: none"> Are incoherent or do not address the prompt. May be just opinion with no textual references or references that are irrelevant. 	<ul style="list-style-type: none"> Drop textual references, (including plot summary, paraphrase, or quotes) into the response with little or no explanation. 	<ul style="list-style-type: none"> Contain multiple inaccuracies or instances of repetition in commentary. Offer only simplistic explanations that don't strengthen the argument. 	<ul style="list-style-type: none"> Provide commentary that is not always well-developed, limited (stops short) and may be piecemeal. Assume or imply a connection to the thesis that is not always explicit. 	<ul style="list-style-type: none"> Integrate specific and relevant textual references throughout in order to support the student's interpretation.
Note: Writing that suffers from grammatical and/or mechanical errors that interfere with communication cannot earn the fourth point in this row.				
Row C: Sophistication, 0-1 point				
Responses that do not earn this point: <ul style="list-style-type: none"> Attempt to contextualize their interpretation, but such attempts consist of predominantly sweeping generalizations. Only hint or suggest other possible interpretations. Make a single statement about how consideration of the topic relates to a possible meaning of the chosen work as a whole without consistently maintaining that interpretation Oversimplify complexities of the topic and/or the text. Use complicated or complex sentences or language that are ineffective in that they do not enhance the argument 		Responses that earn this point may demonstrate a sophistication of thought or develop a complex literary argument by doing any of the following: <ol style="list-style-type: none"> Explaining the significance or relevance of an Interpretation within a broader context. Discussing alternative interpretations of a text Recognizing and accounting for contradictions and complexities within the text. Using relevant analogies to help an audience better understand an interpretation. Utilizing a prose style that is especially vivid, persuasive, convincing, or appropriate to the student's argument. 		
Note: This point should be awarded only if the demonstration of sophistication or complex understanding is part of the argument, not merely a phrase or reference.				