

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 text that doesn't respond to the prompt The intended thesis simply describes the text or features of the text rather than making a claim that requires a defense. 		Responses that earn this point: <ul style="list-style-type: none"> 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 point	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 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.
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 in textual references, devices or techniques 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"> Provide commentary that engages significant details of the text to draw conclusions. Integrate short excerpts 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.				
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 an interpretation of the passage comments on something thematic without consistently maintaining that thematic interpretation Oversimplify complexities in the passage. 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.				