

Use this list as a checklist. Check off each thing as you feel you have completed it or at the end when you go back to review your work. You must have competently completed each task denoted by the **yellow spaces** to get ANY of the points for that section. You need only completed a few (not all) of the tasks denoted by **green spaces** to gain the point for that section.

THESIS (1 pt)	I have a distinct thesis —I could underline or highlight it with no problem.
	My thesis makes a claim —I have started my argument. I have taken a stance.
	My claim can be proven with evidence from the text which follows in my essay.
	Example Thesis: In the (genre) (title), (author) presents (literary element or wording from prompt) in order to (give the why), ultimately illustrating that (universal idea). *The author, genre, and title may not be given. In that case just says <i>In the passage, the author</i>
EVIDENCE COMMENTARY (4pts)	I have made more than one point regarding the claim I made in the thesis statement.
	All points are supported by specific evidence from the text. (Quotes or specific details)
	Every piece of evidence is explained/interpreted.
	I have pointed out multiple literary elements within my points and referenced multiple literary techniques
	My essay is free from grammatical/spelling errors , and I have varied my sentence length and structure. It does not sound like I used a formula.
SOPHISTICATION (1 pt)	Within my argument, I have identified and commented on any complexities or tensions within the passage.
	Within my argument, I have provided information about the larger context of the work if I am able. (I may also further elaborate on the UHE discussed in the passage.)
	Within my argument, I have mentioned alternative interpretations. (Although many readers might.....)
	Within my argument, I have been confident and persuasive in my writing. (No "I think")

Row A Thesis (0-1 point)	0 Points Earned		1 Point Earned				
	<input type="checkbox"/> There is no defensible thesis <input type="checkbox"/> Intended thesis only restates the prompt <input type="checkbox"/> Intended thesis provides a summary with no apparent or coherent claim <input type="checkbox"/> Thesis exists, but does not respond to the prompt		<input type="checkbox"/> Responds to the prompt with a thesis that presents a defensible interpretation of the passage <input type="checkbox"/> May be more than one sentence anywhere in the essay. <input type="checkbox"/> The essay must include at least minimal evidence somewhere that <i>could</i> support the thesis <input type="checkbox"/> Thesis point can be awarded independent of further points earned in the student's essay				
Row B Evidence AND Commentary (0-4 points)	0 Points	1 Point	2 Points	3 Points	4 Points		
	<input type="checkbox"/> Simply restates thesis <input type="checkbox"/> Repetitive evidence <input type="checkbox"/> Examples are irrelevant and/or incoherent <input type="checkbox"/> Does not address the prompt <input type="checkbox"/> May be just opinion with little to no reference to the text <input type="checkbox"/> Irrelevant or incoherent information	<input type="checkbox"/> Summarizes plot/text & fails to reference the thesis <input type="checkbox"/> Evidence is mostly general <input type="checkbox"/> Summarizes evidence but does not connect the evidence to argument <input type="checkbox"/> Tends to focus on plot summary or description of passage rather than specific details or techniques <input type="checkbox"/> Mentions literary elements, devices, or techniques with little or no explanation.	<input type="checkbox"/> Some specific relevant evidence AND <input type="checkbox"/> Explains how some evidence relates to argument, but no line of reasoning or faulty line of reasoning <input type="checkbox"/> Mixes specific evidence & generalities <input type="checkbox"/> Some simplistic explanations do not strengthen argument <input type="checkbox"/> Only one well supported claim <input type="checkbox"/> No clear line of reasoning.	<input type="checkbox"/> All claims are supported by specific evidence AND ... <input type="checkbox"/> Explains how <i>some</i> of the evidence supports line of reasoning AND... <input type="checkbox"/> Explains how at least one literary element or technique reveals meaning <input type="checkbox"/> Uniformly uses evidence to support claims <input type="checkbox"/> Analyzes specific words & details from the passage <input type="checkbox"/> Argument is organized w/ multiple supporting claims <input type="checkbox"/> Fails to integrate key evidence or leaves key claim unsupported	<input type="checkbox"/> All claims are supported by specific evidence AND <input type="checkbox"/> <i>Consistently</i> explains how evidence supports line of reasoning in the essay AND <input type="checkbox"/> Explains how multiple literary elements add to the work's meaning <input type="checkbox"/> Uniformly offers evidence to support claims. <input type="checkbox"/> Focuses on words & details to build an interpretation <input type="checkbox"/> Well-organized to support an argument w/multiple claims & clearly organized & adequate evidence. <input type="checkbox"/> Student's interpretation supported by analysis of multiple techniques		

1 Point	<input type="checkbox"/> Demonstrates sophistication of thought and/or develops a complex literary argument by doing any of the following: 1. Identifies and explores complexities or tensions within the passage 2. Illuminates the student's interpretation by situating it within a broader context 3. Accounts for alternative interpretations of the passage 4. Employs a style that is consistently vivid and persuasive	Comments:
0 Points	<input type="checkbox"/> Contextualization consists of predominantly sweeping generalizations <input type="checkbox"/> Only hints at or suggests other possible interpretations <input type="checkbox"/> Analysis of the themes is limited to a single statement, or thematic interpretation is not consistently maintained <input type="checkbox"/> Oversimplifies the complexities in the text <input type="checkbox"/> Complicated or complex sentences and language are ineffective and do not enhance the student's argument	
Row C Sophistication (0-1 point)		

Characterization

1. How are the characters physically described?
2. What language does the author use to describe their actions? Active? Lazy? Deliberate? Careless? Happy? Angry? Confident? Defeated? Arrogant? Judgmental? Ignorant?
3. How do characters talk? What might the style of language - the use of things like slang or archaisms - reveal about the characters who use the language?
4. Might the names the author gave to characters hold some significance?
5. What actions do the characters perform, particularly actions that seem contradictory or defy your expectations? Are there any contradictions to how characters behave or between how they think and act?
6. Can you identify the nature of a conflict or conflicts that involve the character? What does a focus on the nature of internal conflicts reveal about the possible deeper meanings of the story?

Sentence Stems for Writing about Character

- The character is driven by a motive of _____ which can be seen through _____.
- The character's conflict is one of _____ which causes the character to react by _____.
- The character's thoughts contradict the character's actions as seen though _____. This suggests that _____.
- The character's physical description leads one to believe the character is _____. This matters because _____.
- _____ and _____ contradict parts of this character. This shows _____.
- The character's words, thoughts, or actions drive the plot by _____. This shows _____ about the character.

Setting

1. Is there any significance to the time of year or time of day during which the events take place?
2. Does the location suggest anything potentially meaningful?
3. Might the weather, climate, or atmosphere depicted be relevant to understanding deeper possible meanings?
4. Is lighting significant? Is the setting illuminated in warm light, a harsh glare, partial shadow, or gloomy darkness?
5. If the setting takes place outdoors, is nature portrayed as welcoming or foreboding? Is the landscape wild or cultivated by humans? Thriving or rotten? Open expanses or lush growth?
6. How are buildings describe? Do they suggest grandeur or squalor? Openness or claustrophobia? Loving upkeep or decay? Comfort or discomfort? What do furniture and decorations suggest?

Sentence Stems for Writing about Setting

- The _____ weather adds to the characterization of _____ because _____.
- The description of location i.e. desert, jungle, ocean reinforces the controlling idea of _____.
- The time of day, time of year, or season reflects the idea that _____.
- The comparison of _____ to _____ highlights _____.
- The _____ lighting reflects the nature of the character because the character is _____.

Point of View

1. What biases does the narrator or speaker have?
2. How broad or limited is the narrator's perspective? How do these limitations affect our understanding of events?
3. Are their shifts in perspective? What contrasts can be observed in the different shifts?
4. Why does the perspective highlight or reinforce the meaning of the text?
5. What would the text lose if it were told from a different perspective?

- The _____ POV adds to the text by _____.
- By having a(n) _____ narrator, the author is able to emphasize _____.
- The shift in perspective from _____ to _____ adds to the text by _____.
- The _____ POV adds to/reinforces the controlling idea of the text by _____.
- Without the _____ POV the story loses the meaning of _____.

Narrative Structure

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| <ol style="list-style-type: none">1. Is it chronological or non-linear? Why would the author choose to structure the story this way? How does this choice relate to the setting, characterization, or a controlling idea? (A chronological plot allows readers to move through the story focusing more on characterization and conflict. A non-linear plot creates a sense of confusion or disjointedness reinforcing either a character's state of mind of a confusing or complex theme.)2. Are the order of events in the story aligned to the way the events actually happened? If not, why might the author choose this order?3. How specifically does conflict push the plot forward? Or not push the plot forward?4. Does the author use flashbacks or possibly flashforwards? (What do these add to the story not only in content but also in the reader's emotions - i.e. suspense, frustration, confusion).5. If reading an excerpt, what does the beginning of the passage emphasize? Why might this be important?6. If reading an excerpt, why might the passage end where it does? Can this be used when writing a conclusion? | <ul style="list-style-type: none">• The author uses a chronological plot structure to focus attention on _____ (a character, setting, or theme that relates to simplicity).• The author employs a non-linear structure to place an emphasis on _____ (an event, a character, or a complicated theme).• The narrative arc of the story builds (slowly or quickly) to emphasize _____ which shows _____.• The author shifts the focus to _____ by using (insert structural choice).• The author uses flashback to focus the reader on _____.• One of the themes of the passage is _____ which is reinforced through the author's use of (structural choice). |
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Imagery/Figurative Language

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| <ol style="list-style-type: none">1. How does imagery/figurative language contribute to the mood of the text?2. What does the imagery/figurative language reveal about a character?3. What does the imagery/figurative language reveal about the setting?4. Is imagery/figurative language being used to foreshadow the plot?5. What connotative meaning does the imagery/figurative language provide that is not brought out in the literal meaning? | <ul style="list-style-type: none">• The (specific literary device) adds depth to the character by _____.• The (controlling idea) of the passage is further explained by the (literary device) which shows _____.• The (specific details of imagery) create a _____ tone which add to the theme by _____.• The (specific simile/metaphor) adds meaning to the character/setting by comparing _____ to _____.• By personifying _____, the author is creating a sense of _____.• The (controlling idea) is further explained through the use of (literary device/imagery). |
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