

	1	2	3	4	5
<p>A. Understanding of HRLP</p> <ul style="list-style-type: none"> How well has the student understood the thought and ideas expressed in HRLP? How well has the student appreciated the literary lessons taught the text (symbolism, irony, character development, conflict, theme, etc.) 	<p>Little understanding of HRLP</p> <ul style="list-style-type: none"> little understanding of the thought and feeling expressed in the text mainly irrelevant and/or inappropriate references to the text and text features 	<p>Some understanding of HRLP</p> <ul style="list-style-type: none"> superficial understanding of the thought and feeling expressed in the text some relevant references to the text and text features 	<p>Adequate understanding of HRLP.</p> <ul style="list-style-type: none"> adequate understanding of the thought and feeling expressed in the text adequate and appropriate references to the text and text features 	<p>Good understanding of HRLP</p> <ul style="list-style-type: none"> good understanding of the thought feeling expressed in the text as well as some of the subtleties of the text detailed and pertinent references to the text and text features 	<p>Excellent understanding of HRLP</p> <ul style="list-style-type: none"> perceptive understanding of the thought and feeling expressed in the text detailed and persuasive references to the text & text features (thorough coverage of the chapter)
<p>B. Interpretation of the Text</p> <ul style="list-style-type: none"> How relevant are the student's ideas about the chapter? How well/thoroughly has the student explored those ideas? How well has the student applied the chapter to the text? To what extent has the student expressed a relevant personal response or supported claims? 	<p>Little interpretation of the text</p> <ul style="list-style-type: none"> the student's ideas are mainly insignificant and/or irrelevant or the commentary consists mainly of narration and/or repetition of content 	<p>Some Interpretation of the text</p> <ul style="list-style-type: none"> the student's ideas are sometimes irrelevant the commentary consists mainly of unsubstantiated generalizations or the commentary is mainly a paraphrase of the text and may have an occasional direct quote. 	<p>Adequate Interpretation of the text</p> <ul style="list-style-type: none"> the student's ideas are generally relevant the analysis is adequate and appropriately illustrated by some relevant examples that may not be cited properly. 	<p>Good interpretation of the text</p> <ul style="list-style-type: none"> the candidate's ideas are clearly relevant and include an appropriate personal response the analysis is generally detailed and well -illustrated by relevant examples that are embedded and cited correctly 	<p>Excellent interpretation of the text</p> <ul style="list-style-type: none"> the student's ideas are convincing and include an appropriate and considered personal response the analysis is consistently detailed and persuasively illustrated by carefully chosen examples that are embedded and cited correctly.
<p>C. Use of Secondary Text</p> <ul style="list-style-type: none"> To what extent does the student incorporate information from the secondary text to illustrate ideas from HRLP? How well has the student chosen and used the secondary text to illustrate HRPL? 	<p>Little incorporation of secondary source</p> <ul style="list-style-type: none"> Little/no mention or incorporation of the secondary source as support to explain HRPL 	<p>Some incorporation of the content of the secondary source</p> <ul style="list-style-type: none"> some mention or incorporation of the secondary sources superficial analysis or use of the secondary text choice of secondary source is questionable 	<p>Adequate incorporation of secondary source</p> <ul style="list-style-type: none"> adequate incorporation of the secondary source adequate analysis or use of secondary text to explain HRPL the choice of secondary sources is appropriate, but may show some flaws 	<p>Good incorporation of secondary source</p> <ul style="list-style-type: none"> generally detailed and thorough use of secondary sources the analysis is generally detailed and illustrated by relevant examples from the secondary sources secondary sources clearly aid in understanding and interpretation of the HRLP 	<p>Excellent incorporation of secondary source</p> <ul style="list-style-type: none"> detailed and persuasive use of secondary sources the analysis is detailed and illustrated by carefully chosen and incorporated examples from the secondary sources secondary source selection indicates expert understanding of the HRLP
<p>D. Presentation</p> <ul style="list-style-type: none"> How well has the student organized the essay? How effectively have the student's ideas been presented? To what extent are supporting examples integrated into the body of the commentary? 	<p>Little sense of a focused and developed argument</p> <ul style="list-style-type: none"> little evidence of a structure to the commentary little attempt to present ideas in an ordered or logical sequence. 	<p>Some sense of a focused and developed argument</p> <ul style="list-style-type: none"> some evidence of a structure to the commentary some attempt to present ideas in an ordered and logical sequence. 	<p>A generally focused and developed argument</p> <ul style="list-style-type: none"> adequate structure to the commentary ideas are generally presented in an ordered or logical sequence supporting examples are sometimes appropriately integrated into the body of the commentary. 	<p>A clearly focused and well-developed argument</p> <ul style="list-style-type: none"> clear and logical structure to the commentary supporting examples are appropriately integrated into the body of the commentary 	<p>A clearly focused, well-developed and persuasive argument</p> <ul style="list-style-type: none"> purposeful and effective structure to the commentary supporting examples are well integrated into the body of the commentary.
<p>E. Formal Use of Language</p> <ul style="list-style-type: none"> How accurate, clear, and precise is the language used by the student? How appropriate is the student's choice of register and style for this task? (Register refers in this context, to the student's sensitivity to elements such as the vocabulary, tone, sentence structure and idiom appropriate to the task.) 	<p>The language is rarely clear or coherent</p> <ul style="list-style-type: none"> the use of language is not readily comprehensible many lapses in grammar, spelling and sentence construction vocabulary is rarely accurate or appropriate 	<p>The language is only sometimes clear and coherent</p> <ul style="list-style-type: none"> some degree of clarity and coherence in the use of language some degree of accuracy in grammar, spelling and sentence construction vocabulary is sometimes appropriate to the discussion of literature 	<p>The language is generally clear and coherent</p> <ul style="list-style-type: none"> adequately clear and coherent use of language only a few significant lapses in grammar, spelling and sentence construction some care shown in the choice of use of vocabulary, idiom and style the register is generally appropriate for literary analysis. 	<p>The language is clear, varied and precise</p> <ul style="list-style-type: none"> clear, varied and precise use of language no significant lapses in grammar, spelling and sentence construction effective and appropriately varied use of vocabulary, idiom and style suitable choice of register 	<p>The language is clear, varied, precise and concise</p> <ul style="list-style-type: none"> clear, varied, precise and concise use of language no significant lapses in grammar, spelling and sentence construction precise use of wide vocabulary and varied idiom and style effective choice of register.