

Prose Analysis Scoring Guide

- 9-8** Answers all parts of the question completely. Using specific evidence from the work and showing how that evidence is relevant to the point being made. Fashions a convincing thesis and guides reader through the intricacies of argument with sophisticated transitions. Demonstrates clear understanding of the work and recognizes complexities of attitude/tone. Demonstrates stylistic maturity by an effective command of sentence structure, diction, and organization. Need not be without flaws, but must reveal an ability to choose from and control a wide range of the elements of effective writing.
- 7-6** Also accurately answers all parts of the question, but does so less fully or effectively than essays in the top range. Fashions a sound thesis. Discussion will be less thorough and less specific, not so responsive to the rich suggestiveness of the passage or precise in discussing its impact. Well written in an appropriate style, but with less maturity than the top papers. Some lapses in diction or syntax may appear, but demonstrates sufficient control over the elements of composition to present the writer's ideas clearly. Confirms the writer's ability to read literary texts with comprehension and to write with organization and control.
- 5** Discusses the question, but may be simplistic or imprecise. Constructs a reasonable if reductive thesis. May attempt to discuss techniques or evidence in the passage, but may be overly general or vague. Adequately written, but may demonstrate inconsistent control over the elements of composition. Organization is attempted, but may not be fully realized or particularly effective.
- 4-3** Attempts to answer the question, but does so either inaccurately or without the support of specific evidence. May confuse the attitude / tone of the passage or may overlook tone shift(s) or otherwise misrepresent the passage. Discussion of illustrations / techniques / necessary parts of the prompt may be omitted or inaccurate. Writing may convey the writer's ideas, but reveals weak control over diction, syntax, or organization. May contain many spelling or grammatical errors. Essays scored three are even less able and may not refer to illustrations / techniques at all.
- 2-1** Fails to respond adequately to the question. May misunderstand the question or the passage. May fail to discuss techniques / evidence used or otherwise fail to respond adequately to the question. Unacceptably brief or poorly written on several counts. Writing reveals consistent weakness in grammar or other basic elements of composition. Although may make some attempt to answer the question, response has little clarity and only slight, if any, evidence in its support. Although the writer may have made some attempt to answer the prompt, the views presented have little clarity or coherence; significant problems with reading comprehension seem evident. Essays that are especially inexact, vacuous, and /or mechanically unsound should be scored 1.
- 0** A blank paper or one that makes no attempt to deal with the question receives no credit.