

## Honors English 10

### Unit 1: At War with Ourselves and Others

#### Assessment 2: War Poetry Comparison-Contrast Analysis Essay Rubric

Standard	Exceeding	Meeting	Nearing	Missing
<p><b>ELACC9-10RL2:</b> Determine a theme of text and analyze in detail its development over the course of the text.</p> <p><b>ELACC9-10W2:</b> Write explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>ELACC9-10W4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>(30 points)</p> <p>Essay insightfully compares and contrasts themes of two poems, revealing understanding of complexity and subtlety. Organization is logical, and ideas are grouped effectively to support comparison of theme. Essay incorporates a compelling introduction, astute thesis, unified paragraphs that are precisely controlled by topic sentence, and a perceptive conclusion.</p>	<p>(22 points)</p> <p>Essay competently compares and contrasts themes of two poems. Organization is controlled, and ideas are grouped reasonably to support comparison of theme. Essay includes a sufficient introduction, clear thesis, paragraphs that are generally focused by a topic sentence, and a clear conclusion that does more than repeat thesis.</p>	<p>(15 points)</p> <p>Essay attempts to compare and contrast themes of two poems. Essay is loosely organized but lacks control. Introduction is underdeveloped, thesis is imprecise, paragraphs are not adequately developed or unified, and conclusion does little more than restate thesis.</p>	<p>(8 points)</p> <p>Essay fails to adequately compare and contrast themes of two poems OR reveals lack of understanding of themes. Essay is unorganized and confusingly developed. Thesis and conclusion may be missing, and paragraphing may be ignored.</p>
<p><b>ELACC9-10RL4:</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p><b>ELACC9-10L6:</b> Use accurately domain-specific vocabulary sufficient for reading and writing at the college level.</p>	<p>(30 points)</p> <p>Essay compellingly uses precise literary terminology to convey interpretation of theme and effectively analyze poets' use of diction and figurative language to establish tone. More than 8 highlighted or underlined vocabulary words are used precisely and enhance the author's meaning.</p>	<p>(22 points)</p> <p>Essay competently identifies literary devices in analysis and determines how diction and figurative language relate to tone. Literary language is employed in the analysis of the writer's craft. At least 8 highlighted or underlined vocabulary words are used competently to convey the author's meaning.</p>	<p>(15 points)</p> <p>Use of literary terminology lacks precision or accuracy. Essay attempts to explain meaning of diction and figurative language but is misguided or inadequate. Competently uses 7 or fewer highlighted or underlined vocabulary words.</p>	<p>(8 points)</p> <p>Essay fails to incorporate accurate literary terminology and misreads diction and figurative language. Correctly uses fewer than 2 vocabulary words.</p>
<p><b>ELACC9-10RL1:</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inference drawn from the text.</p>	<p>(30 points)</p> <p>Essay convincingly and thoroughly supports theme by persuasively citing and explaining focused, concise, and germane quotations from both poems. Quotations are aptly selected and seamlessly integrated with the writer's own ideas, often including the use of advanced punctuation.</p>	<p>(22 points)</p> <p>Essay reasonably supports ideas and proficiently cites and explains quotations from both poems. Quotations are integrated with the writer's own ideas.</p>	<p>(15 points)</p> <p>Essay attempts to provide evidence from both poems, citing but failing to explain effectively. Quotations are often separate from the writer's own ideas, or too long to be incorporated effectively.</p>	<p>(8 points)</p> <p>Essay provides minimal support from the poems as evidence, and explanations are lacking. Any evidence that is provided is not connected with the writer's own ideas.</p>
<p><b>ELACC9-10L1 &amp; L2:</b> Demonstrate command of the conventions of standard English grammar and usage, capitalization, punctuation, and spelling when writing or speaking.</p>	<p>(10 points)</p> <p>Spelling, punctuation, and capitalization are accurate. Sentence structure is varied; sentence types advance ideas and are apt for the analytical purpose.</p>	<p>(8 points)</p> <p>Few errors in spelling, punctuation, and capitalization. Sentence structure is somewhat varied and aids analytical purpose.</p>	<p>(5 points)</p> <p>Several errors in spelling, punctuation, and capitalization. Varied sentence structure is attempted but tends towards repetition.</p>	<p>(2 points)</p> <p>Errors in spelling, punctuation, and capitalization distract from interpretation or make analysis incomprehensible. Sentence types are repetitive and unvaried.</p>

Total \_\_\_\_\_/100

Commentary: