|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***HIGHER LEVEL*** | **1** | **2** | **3** | **4** | **5** |
| ***(A) Knowledge and Understanding of Poem***  **How well is the student’s knowledge and understanding of the poem demonstrated by their interpretation?** | ***There is limited knowledge and little or no understanding, with poor interpretation and virtually no relevant references to the poem.*** | ***There is superficial knowledge and some understanding, with limited interpretation occasionally supported by references to the poem.*** | ***There is adequate knowledge and understanding, demonstrated by interpretation supported by appropriate references to the poem.*** | ***There is very good knowledge and understanding, demonstrated by careful interpretation supported by well-chosen references to the poem.*** | ***There is excellent knowledge and understanding, demonstrated by individual interpretation effectively supported by precise and well-chosen references to the poem.*** |
|  | **1** | **2** | **3** | **4** | **5** |
| ***(B) Appreciation of the Writer’s Choices***  **To what extent does the student appreciate how the writer’s choices of language, structure, technique, and style shape meaning?** | ***There are few references to, and no appreciation, of the ways in which language, structure, technique and style shape meaning in the poem.*** | ***There is some mention, but little appreciation, of the ways in which language, structure, technique and style shape meaning in the poem.*** | ***There is adequate appreciation of the ways in which language, structure, technique and style shape meaning in the poem.*** | ***There is very good appreciation of the ways in which language, structure, technique and style shape meaning in the poem.*** | ***There is excellent appreciation of the ways in which language, structure, technique and style shape meaning in the poem.*** |
|  | **1** | **2** | **3** | **4** | **5** |
| ***(C) Organization and Presentation***  **To what extent does the student deliver a structured, well-focused commentary?** | ***The commentary shows little evidence of planning, with very limited structure and/or focus.*** | ***The commentary shows some structure and focus.*** | ***The commentary shows evidence of a planned structure and is generally focused.*** | ***The commentary is clearly structured and the focus is sustained.*** | ***The commentary is effectively structured, with a clear, purposeful and sustained focus.*** |
|  | **1** | **2** | **3** | **4** | **5** |
| ***(D) Knowledge and Understanding of Work: Discussion***  **How much knowledge and understanding has the student shown of the work used in the discussion?** | ***There is little knowledge or understanding of the content of the work discussed.*** | ***There is some knowledge and superficial understanding of the content of the work discussed.*** | ***There is adequate knowledge and understanding of the content and some of the implications of the work discussed.*** | ***There is very good knowledge and understanding of the content and most of the implications of the work discussed.*** | ***There is excellent knowledge and understanding of the content and the implications of the work discussed.*** |
|  | **1** | **2** | **3** | **4** | **5** |
| ***(E) Response to the Discussion Questions***  **How effectively does the student respond to the discussion questions?** | ***There is limited ability to respond meaningfully to the discussion questions.*** | ***Responses to the discussion questions are sometimes relevant.*** | ***Responses to the discussion questions are relevant and show some evidence of independent thought.*** | ***Well-informed responses to the discussion questions show a good degree of independent thought.*** | ***There are persuasive and independent responses to the discussion questions.*** |
|  | **1** | **2** | **3** | **4** | **5** |
| ***(F) Language***  **How clear, varied, and accurate is the language? How appropriate is the choice of register (vocabulary, tone, sentence structure, and terminology) and style?** | ***The language is rarely clear and appropriate, with many errors in grammar and sentence construction and little sense of register and style.*** | ***The language is sometimes clear and appropriate; grammar and sentence construction are generally accurate, although errors and inconsistencies are apparent; register and style are to some extent appropriate.*** | ***The language is mostly clear and appropriate, with an adequate degree of accuracy in grammar and sentence construction; the register and style are mostly appropriate.*** | ***The language is clear* *and* *appropriate, with a good degree of accuracy in grammar and sentence construction; register and style are effective and appropriate.*** | ***The language is very clear and entirely appropriate, with a high degree of accuracy in grammar and sentence construction; the register and style are consistently effective and appropriate.*** |

**7= 26-30 6= 22-25 5= 18-21 4= 14-17**