

A: These responses follow the given directions and are ready on the first day of class. Each response is thoughtful and offers insight into the chosen poems. The responses reference specific lines or words from the poems for support. They utilize some of the given devices, such as function of title, form, imagery, diction, figurative language, irony, symbol, setting, theme, sound, and rhythm, etc., to reflect upon what the poet has specifically done to evoke the student's response. These responses are well written, engaging, and free of mechanical errors. They are written in a tone appropriate for an upper level English class.

B: These responses follow the directions, but the responses may not be as insightful or as well written as the above category. They clearly explain the elements of the poem that have specifically engaged the student. Though they reference passages from the poems, the choices may not be as specific or apt as those above. They may contain a few mechanical errors; however, these are clearly an effect of carelessness rather than a lack of knowledge.

C: These responses follow the directions. They attempt to reflect on the poems, but show clear misinterpretations either of the poems, forms, or the devices utilized. They may contain multiple mechanical errors.

D/U: These responses are unacceptably brief, incomplete, or late.