**Poem Analysis**

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|  | **1Unsatisfactory0.00%** | **2Less than Satisfactory65.00%** | **3Satisfactory75.00%** | **4Good85.00%** | **5Excellent100.00%** |
| **80.0 %Content** |  |
| **40.0 %Topic Requirements** | Paper is not written as an analysis of a poem. A copy of the poem was not included at the end of the essay. | Paper is written as a poem analysis but is not on an appropriate poem (one that is from an author included in the text but has not been discussed in the course) or lacks almost any depth to the analysis of the poem. A copy of the poem was not included at the end of the essay. | Paper is written as a poem analysis on an appropriately chosen poem and adequately and accurately addresses each of the questions listed within the prompt. A copy of the poem was included at the end of the essay. | Paper is written as a poem analysis on an appropriately chosen poem and fully addresses each of the questions listed in the prompt, revealing a clear understanding of the poem and of the aspects of the poem explored in this paper. A copy of the poem was included at the end of the essay. | Paper is written as a poem analysis on an appropriately chosen poem and fully explores each of the questions listed in the prompt, showing a sophisticated and nuanced comprehension of the explored poem. A copy of the poem was included at the end of the essay. |  |
| **40.0 %Development** | Paper completely lacks any development of main ideas or exploration of the poem. Specific examples from the poem are not used to support claims. | Paper lacks sufficient development of the main ideas of the essay, using minimal if any support from the poem. Main ideas are not substantiated or cannot be supported by the poem. | Paper is developed to support the main ideas explored in the analysis. Specific examples from the poem are used to substantiate claims. Clear textual analysis is evident. | Paper is developed to support the main ideas explored in the analysis. Specific examples from the poem are used to substantiate claims. Paper addresses both the content of the poem and technical aspects of the poem, such as speaker, tone, meter, rhyme scheme, figurative devices, and imagery. | Paper is fully developed, with a comprehensive analysis of the main ideas explored in this analysis, including usage of specific examples from the poem to substantiate claims. Paper addresses both the content of the poem and technical aspects of the poem, such as speaker, tone, meter, rhyme scheme, figurative devices, and imagery. Textual analysis reveals a sophisticated understanding of the elements of the poem addressed within this assignment. |  |
| **17.0 %Organization and Effectiveness** |  |
| **6.0 %Thesis Development and Purpose** | Paper lacks any discernible overall purpose or organizing claim. | Thesis and/or main claim are insufficiently developed and/or vague; purpose is not clear. | Thesis and/or main claim are apparent and appropriate to purpose. | Thesis and/or main claim are clear and forecast the development of the paper. It is descriptive and reflective of the arguments and appropriate to the purpose. | Thesis and/or main claim are comprehensive; contained within the thesis is the essence of the paper. Thesis statement makes the purpose of the paper clear. |  |
| **17.0 %Organization and Effectiveness** |  |
| **6.0 %Paragraph Development and Transitions** | Paragraphs and transitions consistently lack unity and coherence. No apparent connections between paragraphs are established. Transitions are inappropriate to purpose and scope. Organization is disjointed. | Some paragraphs and transitions may lack logical progression of ideas, unity, coherence, and/or cohesiveness. Some degree of organization is evident. | Paragraphs are generally competent, but ideas may show some inconsistency in organization and/or in their relationships to each other. | A logical progression of ideas between paragraphs is apparent. Paragraphs exhibit a unity, coherence, and cohesiveness. Topic sentences and concluding remarks are appropriate to purpose. | There is a sophisticated construction of paragraphs and transitions. Ideas progress and relate to each other. Paragraph and transition construction guide the reader. Paragraph structure is seamless. |  |
| **17.0 %Organization and Effectiveness** |  |
| **5.0 %Mechanics of Writing (includes spelling, punctuation, grammar, language use)** | Surface errors are pervasive enough that they impede communication of meaning. Inappropriate word choice and/or sentence construction are used. | Frequent and repetitive mechanical errors distract the reader. Inconsistencies in language choice (register), sentence structure, and/or word choice are present. | Some mechanical errors or typos are present, but are not overly distracting to the reader. Correct sentence structure and audience-appropriate language are used. | Prose is largely free of mechanical errors, although a few may be present. A variety of sentence structures and effective figures of speech are used. | Writer is clearly in command of standard, written, academic English. |  |
| **3.0 %Format** |  |
| **1.0 %Paper Format (1- inch margins; 12-point-font; double-spaced; Times New Roman)** | GCU template is not used appropriately or documentation format is rarely followed correctly. | GCU template is used, but some elements are missing or mistaken; lack of control with formatting is apparent. | GCU template is used, and formatting is correct, although some minor errors may be present. | GCU template is fully used; There are virtually no errors in formatting style. | All format elements are correct. |  |
| **3.0 %Format** |  |
| **2.0 %Research Citations (In-text citations for paraphrasing and direct quotes, and reference page listing and formatting, as appropriate to assignment)** | No reference page is included. No citations are used. | Reference page is present. Citations are inconsistently used. | Reference page is included and lists sources used in the paper. Sources are appropriately documented, although some errors may be present. | Reference page is present and fully inclusive of all cited sources. Documentation is appropriate and GCU style is usually correct. | In-text citations and a reference page are complete. The documentation of cited sources is free of error. |  |
| **100 %Total Weightage** |  |  |  |  |  |  |