The numbers below and the accompanying remarks will replace most comments made by your instructor.

**DFD**—Didn’t Follow Directions

0. Your essay does not Answer the Prompt (AP); consequently, this causes me Agony, Pain, Anxiety, and Pressure
0.5 Your essay is Underdeveloped (i.e., It’s too short!)

**Introduction of the Essay**

1. (A) We need Spiderman to come in here and save the day! Channel your inner Peter Parker and develop an engaging web that captures your audiences’ interests and attention!!!! (B) Ineffective use of examples in your introduction. (C) You need to develop your introduction further by developing the concept or exigence you wish to discuss more completely. (i.e. Your introduction is too jumpy and/or I don’t know why you are talking about what you are.)

2. (A) Your introduction is strong and illuminating, and ultimately effective. (B) Your introduction is adequate.

3. (A) Your thesis is weak, oversimplified, ineffective, or doesn’t Answer the Prompt (B) Your thesis does not contain a clear universal/unifying idea (i.e., You may need an “in order to…” statement) OR the answer to the prompt is wrong or incomplete (C) The quote in your thesis is ineffective and/or incorrect (D) Adjectives need to be added or stronger for your literary/rhetorical terms OR you need to add powerful verbs to your literary/rhetorical strategies.

4. (A) Your thesis is effective; it is both clear and intelligently addresses all aspects of the prompt. (B) Your thesis is adequate. (C) Effective use of a quote to convey the UI.

**Body Paragraphs**

5. (A) You do not have a clear topic sentence and must assert a clear idea at the beginning of the paragraph OR You need to generally refer to the example that will show up in your paragraph (B) You need to add a “why”/ “in order to…” statement to give your topic sentence purpose OR your “why” is incorrect.

6. (A) Awesome!!! Nailed it!!! I’M AMPED!!! Nice effective topic sentence (B) Adequate topic sentence.

7. (A) More examples will help prove this point. Examples are too few to convince the reader of the validity of the argument. (B) Your examples may be ill-chosen or incorrect. (C) Your example is too abstract, too hypothetical, or not detailed enough OR you need to insert actual textual evidence from source material. (D) Your textual evidence is too long OR you provide too much summary. (5 sentences max for summary)

8. (A) Impressive, interesting and well explained example used to effectively demonstrate your point. (B) Adequate example

9. (A) How?—So?—This is important because…?—You need to explain how your example(s) prove your point; explain its relation to your universal/unifying idea found in your thesis (B) Your analysis may be off topic/tangential, incorrect or fallacious, (C) Your analysis is too vague and/or more analysis is needed; develop your ideas; try using the word “because.”

10. (A) Insightful, well-developed analysis: Quite effective! (B) Good idea presented; adequate explanation.

11. You should lead into your next body paragraph by connecting it in some way with the prior. If you can’t do this, your paper isn’t unified OR you need to use transitional language within the paragraph in order to relate the ideas and/or examples within your paragraph.

12. Logical and smooth transition.

13. (A) Ineffective organization. (B) You are presenting a new idea and, therefore, need a new paragraph.

14. Effective organization.

**Conclusion of the Essay**

15. (A) Your conclusion is weak or disorganized. (B) Your conclusion is underdeveloped; you need more. (C) Your conclusion should extend the argument or ideas presented in your thesis. (i.e., Channel your inner Cinderella and leave your glass slipper.)

16. (A) Effective thematic/universal observation that is presented; Prince Charming is coming! (B) Adequate initial presentation of ideas that summarizes, yet also extends your argument.

Modified from an original document produced by Gretchen Polnac and Brendan Kenny
Spelling/ Grammar/ Syntax/ Reference
17.  
A. Spelling error; use spell check, the computer, a dictionary, or a peer editor.  
B. Word or letter omission; I can’t tell what you are trying to say if you don’t actually write it in your paper.  
C. OMGosh!!!! NEVER use text speech in your papers! LOL!  
D. Capitalization error

Diction
18. (A) Effective diction. (B) Effective strategy/technique identification  
19. (A) Ineffective, weak, incorrect or limited diction. (B) Incorrect strategy (verb)/technique (literary/rhetorical term) identification

Syntax
20. Effective, varied, and purposeful syntax.  
21. “Awkward this section is, think you not?” -Yoda.  
22. This was an effective use of a rhetorical question. Don’t you thinks so?  
23. Ineffective use of a rhetorical question. Why are you using one here? What were you thinking?!  
24. Sophisticated, confident, and knowledgeable voice.  

Grammar/MLA/Voice
27. (A) Comma or semi-colon error (B) Agreement error (C) Run-on sentence (D) Sentence fragment (E) Other punctuation error (F) Other syntax error  
29. Incorrect Formatting of citations or Works Cited.  
30. Clear references that effectively clarify ideas and use of pronouns.  
31. (A) Vague or Vacuous ideas (B) Unclear pronoun reference: I don’t know who he, she, or it is. (C) You really, really should not use lame, evaluative language in a rockin’ analytical essay. (D) Overly superfluous, repeated idea; you said this already; I think you’ve mentioned this before; okay, I get the point already—it’s time to move on to ANOTHER topic!

Point of View/Verb Tense
32. (A) You used first and/or second person narrative effectively; I’m sure of it! (B) Effective verb tenses consistently used to help literature live.  
33. (A) I do not understand why you would use first or second person narrative pronouns in an analytical essay. (B) Tense shift. Remember: just like when camping, stay within your tense; it’s much safer if you want to live. (C) Use present tense in literature discussion and analysis.

Quote Integration
34. Effective use of quotes; they are embedded nicely into your own syntax. Elsa would be proud because you really “Let it FLOW!”  
35. (A) Ineffective use of quotations. (B) You should steer away from starting a sentence with a quote and/or using it as its own sentence. Use context to introduce your quote and make sure to channel your inner Elsa: just “Let it FLOW!” (C) You must provide more context in order for your quote to be effective.

Argumentative Elements/Holistic Comments
36. Effective use of qualifiers to help focus your argument: probably, may, might, most, seemingly, etc.  
37. Always avoid absolute words: all, every, each, any, anyone. These words definitely suggest naïve thinking and weak logic. Try some qualifiers; it seems like everyone is doing it!  
38. Nice, clear, legible, and/or unique handwriting.  
39. I cannot read your handwriting. If I cannot read your writing, I can’t grade it.  
40. Effective style throughout, pleasant and enjoyable to read. Huzzah! Bomb Essay!
Take Action!

Name: __________________________________________

Essay Type: (Synthesis/Poetry) (Rhetorical Analysis/Prose) (Argument/Open-Ended)

0. How many even numbers are on your paper? ______________

1. How many odd numbers are on your paper? ______________

2. Do you see any patterns with even numbers (and their letter counterparts) on paper? What do these patterns suggest? Record your judgment(s) below:

3. Do you see any patterns with odd numbers (and their letter counterparts) on your paper? What do these patterns suggest? Record your judgment(s) below:

4. Based on your answers to numbers 1 and 2, identify where you think you essay falls in the AP Scoring Spectrum:

   Lower Half (1-3)       Middle (4-6)       Upper Half (7-9)

5. Become a little daring. What do you think you scored on the essay? (Circle ONE!)

   1-----2-----3-----4-----5-----6-----7-----8-----9
Develop an Action Plan
Consider all of your answers above. Now, focusing on your answers to 3 and 4—while not neglecting your answers to 1 and 2—write an action plan for your next assignment. That is, in 1–2 paragraphs, explain what you did well in this essay and what you need to work on. Make sure to discuss how you plan on maintaining/augmenting your strengths while also addressing your weaknesses in your next paper. *(Keep this Sheet because you will be asked to review this before your complete your next essay.)*