

# Literature Composition Assignment (ELA 10-1)

## Dylan Thomas "Do Not Go Gentle Into That Good Night" Essay

<p><b>Thought and Detail</b></p> <p>When marking <b>thought and detail</b>, the marker should consider:</p> <ul style="list-style-type: none"> <li>• How effectively the <b>writer's ideas</b> relate to the assignment</li> <li>• What <b>evidence</b>, including selected details, has been used to support and develop the thesis</li> <li>• What thesis or <b>unifying idea(s)</b> is (are) <b>developed</b> in the writing</li> <li>• The quality of the <b>unifying idea(s)</b></li> </ul>	E/5
<p><b>Excellent:</b> Insightful ideas are supported by carefully chosen evidence. Literary interpretations are perceptive. Internalized appreciation of literature is present.</p> <p><b>Proficient:</b> Thoughtful ideas are supported by appropriate evidence or conventional ideas are supported by carefully chosen evidence. Literary interpretations are sensible.</p> <p><b>Satisfactory:</b> Relevant ideas are supported by purposefully chosen evidence. Literary interpretations are straightforward and defensible, even though they may be predictable.</p> <p><b>Limited:</b> Superficial ideas are weakly supported. Literary interpretations are incomplete. The selection of literature to be discussed is questionable in that it may not supply sufficient supporting details or the selection of literature is appropriate, but the selection of significant supporting details is not evident.</p> <p><b>Poor:</b> Unsupported generalities and details do not develop the topic. Literary interpretations may not be defensible. The selection of literature to be discussed is inappropriate or the selection of literature to be discussed is appropriate, but little understanding of the literature or the topic is exhibited. The details from literature obscure the ideas or are irrelevant to the discussion.</p> <p><b>Insufficient:</b> The student has written so little that it is not possible to assess thought and detail OR no reference has been made to literature studied OR the only literary reference present is to the selection on the examination OR the marker can discern no evidence of an attempt to fulfill the assignment as stated.</p>	PF/4
	S/3
	L/2
	P/1
	INS
<p><b>Organization</b></p> <p>When marking <b>organization</b> the marker should consider how effectively the writer's organization choices result in:</p> <ul style="list-style-type: none"> <li>• A <b>coherent, focused, and shaped</b> discussion in response to the assignment</li> <li>• Establishment and maintenance of a <b>controlling idea</b></li> <li>• A developed and <b>concluded</b> discussion</li> </ul>	E/5
	PF/4
	S/3
	L/2
	P/1
<p><b>Excellent:</b> An effective arrangement of ideas <b>and/or</b> details contributes to a fluent, controlled, and shaped discussion. The controlling idea is successfully sustained, integrated, and developed coherently. The discussion concludes skillfully/effectively.</p> <p><b>Proficient:</b> A considered arrangement of ideas <b>and/or</b> details contributes to a competent, controlled discussion. The controlling idea is generally sustained and developed coherently. The discussion concludes logically.</p> <p><b>Satisfactory:</b> A straightforward arrangement of ideas <b>and/or</b> details provides direction for the discussion. The controlling idea is developed and maintained in a forthright manner; however, coherence may falter. The discussion concludes matter-of-factly.</p> <p><b>Limited:</b> A discernable but ineffectual arrangement of ideas <b>and/or</b> details provides some direction for the discussion. The controlling idea is not maintained <b>and/or</b> ideas are not clearly developed or concluded.</p> <p><b>Poor:</b> A haphazard arrangement of ideas <b>and/or</b> details provides little or no direction for the discussion. A controlling idea is absent. Development and conclusion are obscure <b>and/or</b> incoherent.</p>	E/5
	PF/4
	S/3
	L/2
	P/1
<p><b>Matters of Choice</b></p> <p>When marking <b>matters of choice</b>, the marker should consider the extent to which the writer's choices contribute to the effectiveness of the composition. The marker should consider the writer's choice of:</p> <ul style="list-style-type: none"> <li>• <b>Diction</b></li> <li>• <b>Syntactical structures</b> (such as parallelism, balance, inversion)</li> </ul> <p>And the extent to which the stylistic choices contribute to the creation of <b>voice</b>.</p>	E/5
	PF/4
	S/3
	L/2
	P/1
<p><b>Excellent:</b> Choices contribute to a skillful composition. Diction is precise and specific. Syntactical structures are effective and sometimes polished. Stylistic choices contribute to a fluent and confident composition.</p> <p><b>Proficient:</b> Choices contribute to a considered composition. Diction is specific and effective. Syntactical structures are generally effective. Stylistic choices contribute to a competent composition.</p> <p><b>Satisfactory:</b> Choices contribute to a conventional composition. Diction is adequate but may be lacking in specificity. Syntactical structures are generally straightforward, but attempts at more complex structures may be awkward. Stylistic choices contribute to a clear composition.</p> <p><b>Limited:</b> Diction is imprecise <b>and/or</b> inappropriate. Syntax is frequently awkward <b>and/or</b> immature. The writing may be vague, redundant, <b>and/or</b> unclear. An inadequate repertoire of language choices contributes to a limited composition.</p> <p><b>Poor:</b> Diction is overgeneralized <b>and/or</b> inaccurate. Syntax is confusing and uncontrolled. The writing is unclear. Lack of language choices contributes to a poor composition.</p>	E/5
	PF/4
	S/3
	L/2
	P/1
<p><b>Matters of Correctness</b></p> <p>When marking <b>matters of correctness</b>, the marker should consider the correctness of</p> <ul style="list-style-type: none"> <li>• <b>Sentence construction</b> (completeness, consistency, subordination, coordination, predication)</li> <li>• <b>Usage</b> (accurate use of words according to convention and meaning)</li> <li>• <b>Grammar</b> (agreement of subject-verb/pronoun-antecedent, pronoun reference, consistency of tense)</li> <li>• <b>Mechanics</b> (punctuation, spelling, capitalization)</li> </ul> <p><b>PROPORTION OF ERROR TO COMPLEXITY AND LENGTH OF RESPONSE MUST ALSO BE CONSIDERED</b></p>	E/5
	PF/4
	S/3
	L/2
	P/1
<p><b>Excellent:</b> This writing demonstrates confidence in control of correct sentence construction, usage, grammar, and mechanics. The relative absence of error is impressive considering the complexity of the response and the circumstances.</p> <p><b>Proficient:</b> This writing demonstrates competence in control of correct sentence construction, usage, grammar, and mechanics. Minor errors in mechanics, grammar, <b>and/or</b> in complex language structures are acceptable and understandable considering the circumstances.</p> <p><b>Satisfactory:</b> This writing demonstrates control of the basics of correct sentence construction, usage, grammar, and mechanics. There may be occasional lapses in control of sentence construction and usage, <b>and/or</b> minor errors in grammar and mechanics. However, the communication remains clear.</p> <p><b>Limited:</b> This writing demonstrates a faltering control of correct sentence construction, usage, grammar, and mechanics. The range of sentence construction problems and errors in usage, grammar, <b>and/or</b> mechanics blurs the clarity of communication.</p> <p><b>Poor:</b> This writing demonstrates lack of control of correct sentence construction, usage, grammar, and mechanics. The unclear and incorrect sentence constructions and jarring errors in usage, grammar, and mechanics impair communication.</p>	P/1