**The 6 response is superior** **and may draw upon any number of factors, such as an appreciation of the poem and an insightful discussion of the topic**. The writing style is effective and demonstrates a sophisticated use of language. Despite its clarity and precision, the response need not be error-free.

**The 5 response is proficient and reflects a strong grasp of the topic and the poem.** The references to the poem may be explicit or implicit and convincingly support the discussion. The writing is well organized and reflects a strong command of the conventions of language. Errors may be present, but are not distracting.

**The 4 response is competent**. Understanding of the poem tends to be literal but rather superficial. The response may rely heavily on paraphrasing of the poem. References are present and appropriate, but may be limited to only part of the poem. The writing is organized and straightforward. Conventions of language are usually followed, but some errors are evident.

**The 3 response is barely adequate**. Understanding of the poem may be partially flawed or incomplete. Support may consist of long references to the poem which are not clearly connected to a central idea or may be meagre or repetitive. The response may show some sense of purpose, but errors may impede meaning.

**The 2 response is inadequate**. While there is an attempt to address the topic, there may be a

misunderstanding of the task. Understanding of the poem is seriously flawed. Errors are recurring, distracting, and impede meaning.

**The 1 response is unacceptable**. The response does not meet the purpose of the task or may be too brief to address the topic. There is a serious lack of control in the writing which renders the paper, at times, unintelligible.

The zero response reflects a complete misunderstanding of the poem and/or the task, is written in verse, is off-topic, or is a restatement of the question.

A blank paper with no response given.