Each paragraph of this essay addresses some part of the prompt. It begins with a thesis claiming the author, “demonstrates what would happen to them by showing the parts of Freud’s Model of the Human Psyche” which gets at part of the prompt asking students explain how this model is symbolically represented in Lord of the Flies. The body paragraphs describe the three parts of Freud’s model and the characters in the novel that represent each part. The conclusion restates the thesis.

NOT A 2: Each paragraph is related to the prompt.
NOT A 4: The focus is not strongly developed to deepen understanding of either the novel or Freud’s model of the psyche.

Reading/Research

Presents information relevant to the prompt as it provides an explanation of Freud’s model and it also attempts to show how that model applies to characters in the novel. The information chosen has minor lapses in completeness, as it does not completely support the claims of each paragraph. A more complete definition of the “ego” and more appropriate textual examples could have been chosen to defend the claims. This may be why the author has trouble distinguishing between the ego and super ego, and has trouble convincing the reader that Piggy is ego, Ralph the super ego and not the other way around. For example, on page 2 of the essay, the author suggests that Ralph is the super ego because he “is enforcing moral restrictions” but the student ignores textual evidence that suggests that Piggy is the more rule-bound character and that Ralph provides more of a balance to the id as the ego.

NOT A 1: The information presented is in fact connected to the prompt.
NOT A 3: Textual evidence (definition of ego, and evidence from the novel) is incomplete to address the prompt in an adequate and convincing manner.

Establishes a clear controlling idea early in the essay-- that the model is the author’s way of showing what will happen when boys are stranded on an island. This idea is not developed in the body of the paper, though it reappears in the conclusion.

NOT A 2: Although the thesis could have been more specific and clear, it is not general, and it is clear that the essay will make the connection between Freud’s model and the novel.
NOT A 3: The thesis is specified but is not maintained throughout. To reach the level 3, student would have had to connect the analysis of characters using Freud’s psychoanalytic lens with “what will happen when boys are stranded on an island”.

Presents appropriate details to support the purpose of making the connections between Freud’s model and the characters in the novel but the ideas and details are insufficiently explained to support the controlling idea cited above.

NOT QUITE A 1: The author presents appropriate and relevant details.
NOT QUITE A 2: The details lack explanation, analysis, and development, which move the score toward a 1.

Organizational structure is appropriate to address the prompt but has lapses in coherence. It includes an introduction which establishes a thesis, three body paragraphs in which each part of Freud’s model of the psyche is explained in relation to the novel’s characters, and a conclusion that restates the thesis. There are no transitions between paragraphs and no mention of the thesis again in the body paragraphs.

NOT A 1: Ideas are organized and there is structure.
NOT A 3: The essay structure is used formulaically, without attention to coherence of the
<table>
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<th><strong>Conventions</strong></th>
<th>2.5</th>
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| **Notes** | Demonstrates a basic command of English conventions. Language and tone are mostly appropriate. Lacks some academic word choices that would demonstrate a stronger command of language. For example, on page 1, “But I guess”; “he has to be the Id”; “so there’s no doubt he is the ego”. Consistently cites sources but with consistent minor errors in format. Page numbers are not always provided for citations from the informational texts. 

**NOT QUITE A 2:** Author does demonstrate a basic command of English conventions. The language is mostly appropriate yet simple. However, it does not seem uneven; it is more consistent. 

**NOT QUITE A 3:** Language and tone are sometimes not appropriate for the purpose and audience. Consistent errors in citation format. |

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<th><strong>Content Understanding</strong></th>
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| **Notes** | Notes content relevant to the prompt. However, in the analysis (or lack thereof), explanations are very brief, and demonstrate a basic understanding of both Lord of the Flies and Freud’s model of the psyche. In the novel Ralph’s character is more consistent with Freud’s ego than he is the super ego, which demonstrated a somewhat uneven understanding of the text (either the informational texts, the novel, or both). Piggy’s character is actually more consistent with the super ego. The lack of sufficient analysis prevents a better demonstration of understanding. Additionally, the choice of quotations (and the omission of others) demonstrates a basic and likely uneven understanding. 

**NOT A 1:** Content is not irrelevant, inappropriate, or inaccurate. It is somewhat weak in supporting the claim. However, not consistently weak enough to score it a 1. 

**NOT A 3:** The explanations are not sufficient in demonstrating understanding. The essay lacks explanation of content - both the characters in the novel and Freud’s model. |