|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **5** | **4** | **3** | **2** | **1** |
| Intro/Thesis  (x2) | Inviting, grabs attention; writer’s thesis establishes clear focus/purpose, and identifies author and title of work |  | Introduction is underdeveloped; writer’s thesis establishes some focus; author or title of work may be missing |  | No clear introduction; writer’s thesis is missing or does not demonstrate an understanding of the assignment. Author and title of work are missing. |
| Organization | Focus is maintained; smooth transitions between ideas |  | Focus maintained but may lose focus on specifics; transitions are simple or may not be present |  | Focus on topic not maintained; transitions missing |
| Supporting Details  (x2) | Identification and description of speaker and situation are detailed, specific, and reflect knowledge and understanding of the plot and characters. |  | Identification and description of speaker and situation are somewhat specific and reflect some knowledge and understanding of the plot and characters. |  | Instances are vague and reflect little knowledge and understanding of the plot and characters. |
| Quotation(s)  (x2) | Writer successfully interprets Shakespeare’s language, including and providing a detailed explanation of how chosen quotation(s) link(s) to the thesis |  | Writer attempts interpretation of Shakespeare’s language; explanation of how chosen quotation(s) link(s) to thesis vague or lacks detail |  | Writer does not link chosen quotation(s) to thesis or does not include sufficient detail |
| Mechanics, Formatting & Citations  (x2) | Correct formatting, including MLA-style internal citations and Works Cited documentation; writer correctly uses vocabulary, grammar, spelling, and mechanics |  | Mechanical errors and formatting, including internal citations and Works Cited, contain some errors that may disrupt understanding |  | Incorrect formatting, internal citations, or works cited OR citations and works cited are missing; mechanical errors are frequently distracting and significantly disrupt understanding |
| WREN | | | | | |
| Clauses/  Conjunctions  (x2) | Writer correctly utilizes and **identifies** two sentences where logical conjunctions are used to link clauses |  | Writer correctly utilizes and **identifies** 1 sentence where conjunctions are used to link clauses OR 2 sentences but conjunctions do not provide the most logical link |  | Writer does not include any sentences with conjunctions used to link clauses OR writer uses but does not identify sentences with logical conjunctions |
| Verb Tense | Writer uses consistent verb tense **(present tense)** with few to no errors. |  | Writer uses mostly consistent verb tense with some errors that occasionally disrupt understanding. |  | Writer uses inconsistent verb tense with errors that significantly disrupt understanding. |

**Step 1**: Identify a passage from Macbeth that reveals one of the play’s central themes (i.e. guilt, ambition, gender roles, etc.)

**Step 2:** Write a one page/paragraph explanation of how the passage you’ve chosen reveals the theme you’ve identified, making sure your page/paragraph does all of the following:

* Identifies and describes the speaker and his/her relationships with other characters
* Identifies and describes the situation and cause/effect relationships between events
* Incorporates at least one relevant quotation and explains the relevance of the quotation’s message
* Interprets any metaphorical language in the quotation (think about connotation)
* Uses MLA internal citation format for the quoted passage
* Includes an MLA Works Cited Page

**Step 3:** Type in 12 pt font, double space, and include an original title. Proofread and edit for organization, focus, development, and correct mechanics.