

## Macbeth Word Essay Rubric

Student Name \_\_\_\_\_

| Category   | Above Standards  | Meets Standards   | Approaching Standards  | Below Standards  | Score   |
|--|--|---|--|--|---------|
| <b>Introduction: Structure and Content</b>                     | 3-5 sentences. Structure: (1) original, powerful hook, (2) general discussion of the theme, and (3) thesis. Title, author, and genre of play are correctly named.  | 3-5 sentences. Structure is mostly correct. Title, author, and genre are correctly named.   | 3-5 sentences. Incorrect structure. Title, author, and genre are named, but incorrectly. Hook may be somewhat weak or unoriginal.  | Less than 3 sentences. Incorrect structure. Title and author are not named.  | ____/15 |
| <b>Thesis</b>  | Thesis is clear and concise, and clearly presents the main idea of the essay.  | Thesis is somewhat clear.   | Thesis is lacking clarity and conciseness.   | Thesis is missing or does not present the main idea of the essay.  | ____/10 |
| <b>Body</b>  | Each topic sentence clearly introduces the topic of the paragraph. Paragraphs are focused and include concrete detail (including at least 3 relevant quotes) and insightful commentary. Quotes are seamlessly woven into your own sentences. | Topic sentences are clear. Concrete detail includes 3 relevant quotes. Commentary is brief and could use more detail. Quotes are woven into your own sentences. | Topic sentences are somewhat unclear. Less than 3 quotes, and/or quotes may not be relevant. Quotes are not woven into your own sentences, i.e., they are "stand-alone". | Topic sentences are unclear or absent. Quotes are missing or not relevant. Multiple elements are missing.  | ____/25 |
| <b>Conclusion</b>  | Conclusion restates thesis clearly in new words. Main points are clearly summarized. The importance or universality of the theme is explained and makes sense with writer's essay.   | Conclusion restates the thesis. Main points are summarized. The importance of the theme is explained, but may lack clarity or detail.                           | Conclusion does not adequately restate thesis or explain the importance of the theme.  | Conclusion does not restate the thesis or explain the importance of the theme.   | ____/15 |
| <b>Structure and Organization</b>                              | Essay is divided into paragraphs, each clearly focused on a distinct idea; transitions between paragraphs are very smooth.   | Essay contains separate paragraphs, each somewhat focused on an idea. Transitions are smooth.   | Paragraphs are somewhat unfocused, and transitions are not smooth.   | Essay is not divided into paragraphs.  | ____/10 |
| <b>Grammar, Spelling, and Punctuation</b>                      | Demonstrates control of grammar; S-V agreement; correct punctuation and capitalization; no spelling errors; varied sentence types; sentences are complete; no run-ons.   | Few grammatical errors (1-2); few errors in punctuation or capitalization (1-2); few spelling errors (1-2); complete sentences; some variety of sentence type.  | Some grammatical errors (3-4); some errors in capitalization and punctuation (3-4); some spelling errors (3-4); some errors of run-ons or fragments.                     | Many grammatical errors (5+); multiple errors in capitalization and punctuation (5+); many spelling errors (5+); multiple errors of run-ons or fragments | ____/15 |
| <b>Conventions</b>   | No clichés, slang, contractions, or "I"; academic language and present tense used throughout.  | Almost no clichés, slang, or contractions; some academic language used; present tense mostly used.  | Some clichés, slang, and contractions; present tense used, but inconsistently.   | Many clichés, slang, and contractions; present tense not used.   | ____/10 |
| <b>Appearance</b><br><i>(minus points if lacking criteria)</i> | Typed in correct MLA format (double-spaced; 12-point font; title centered at top; heading on first page only; page numbers at top right)   | Legible; typed in correct MLA format with very few errors in spacing, font, title, or headings  | Not typed or not very legible. Lacks two or more criteria.   | Illegible and lacks most or all criteria.  | --____  |

**TOTAL : \_\_\_\_\_/100**