

EAE3U	Macbeth In-class Essay	Final Grade
Date of submission: 	Name:	

Categories	Level 1	Level 2	Level 3	Level 4	4++
Knowledge understanding: The student effectively understands the events, characterization, symbols and themes from the novel <i>The Name of the Rose</i> and how they contribute to the events.	Level 1: The student shows little knowledge of the events, characterization, symbols and themes from the novel <i>The Name of the Rose</i>	Level 2: The student shows some knowledge of the events, characterization, symbols and themes from the novel <i>The Name of the Rose</i>	Level 3: The student shows good knowledge of the events, characterization, symbols and themes from the novel <i>Name of the Rose</i>	Level 4: The student shows excellent knowledge of the events, characterization, symbols and themes from the novel <i>The Name of the Rose</i>	4++: The student shows insightful knowledge of the events, characterization, symbols and themes from the novel <i>The Name of the Rose</i> .
Thinking and Inquiry: The student effectively uses the steps of the writing process which includes an outline, draft, final copy and submission requirements Each sub-argument accurately refers to specific examples from the novel The quotations/paraphrased examples are relevant and properly integrated.	Level 1: The student completes one of the steps of the writing process The examples are vague. The quotes are not relevant or properly integrated.	Level 2: The student completes two of the steps of the writing process Some examples are vague. The quotes are sometimes relevant and integrated.	Level 3: The student completes three the steps of the writing process The examples are somewhat good but need more details. The quotes are relevant but need to be integrated more properly.	Level 4: The student completes all the steps of the writing process The examples are well-detailed. The quotes are very relevant and they are properly integrated.	4++: The student completes all the steps of the writing process with insight and detail The examples used are insightful and extremely well-detailed. The quotes are insightful and seamlessly integrated.

The importance of the quote/paraphrased example is effectively explained as it pertains to the question and thesis.	The importance of the quote is not explained as it pertains to the question and thesis.	The importance of the quote is sometimes explained as it pertains to the question and thesis.	The importance of the quote is often explained as it pertains to the question and thesis.	The importance of the quote is always explained as it pertains to the question and thesis.	The importance of the quote is insightfully explained as it pertains to the question and thesis.
<p>Communication: Creation of paragraphs is logical and purposeful (strength of arguments, sub-arguments).</p> <p>To this effect pertinent transitions are effectively used to improve the flow of ideas.</p> <p>The student consistently uses formal and elevated language</p> <p>The student's answer has effectively been edited for spelling, grammar and sentences structure mistakes.</p>	<p>Level 1: The paragraphs are very confusing.</p> <p>There is very little use of transitions.</p> <p>Language is plain and often colloquial.</p> <p>There are too many mistakes.</p>	<p>Level 2: Some paragraphs are confusing.</p> <p>Sometimes, there is the basic use of transitions (first of all, etc).</p> <p>Language is often plain and sometimes colloquial.</p> <p>There are often mistakes.</p>	<p>Level 3: Most paragraphs are explained in a clear and logical manner.</p> <p>Proper and varied transitions are used most of the time.</p> <p>Language is often elevated and there are very little colloquialisms.</p> <p>There are some mistakes.</p>	<p>Level 4: All of the paragraphs are organized and explained in a clear and logical manner.</p> <p>Effective and varied transitions are used all of the time.</p> <p>Language is elevated and devoid of colloquialisms.</p> <p>There are very few mistakes and none to basic words or names.</p>	<p>4++: The paragraphs are strategically purposeful throughout the essay.</p> <p>There is an effective and varied use of sophisticated transitions</p> <p>Language is very elevated, is devoid of colloquialisms and has no contractions</p> <p>There are minimal spelling, grammar or sentence structure mistakes.</p>
<p>Application: Proper MLA format is consistently applied: header, indentation/margins, spacing, citation format, works cited/consulted)</p>	<p>Level 1: The student applies the proper MLA format with little effectiveness.</p>	<p>Level 2: The student applies the proper MLA format with some effectiveness.</p>	<p>Level 3: The student applies the proper MLA format with effectiveness.</p>	<p>Level 4: The student applies the proper MLA format with strong effectiveness.</p>	<p>4++: The student applies the proper MLA with insight.</p>

The student effectively applies the proper essay structure (Introduction, three body paragraphs with two sub arguments , and a conclusion	The student applies the proper comparative essay structure with little effectiveness.	The student applies the proper comparative essay structure with some effectiveness.	The student applies the proper comparative essay structure with effectiveness.	The student applies the proper comparative essay structure with strong effectiveness.	The student applies the proper comparative essay structure with insight.
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