

## English 498: Adapting Texts *hamlet* Case Study Grading Criteria

### A 35- to 40-Point Essay (3.5-4.0, A Range)

- ❖ Has a substantive thesis and essay fully addresses the topic; the thesis is defensible, clearly explained, and supported in the body of the essay.
- ❖ If the essay is comparative, the thesis focuses on the significance of the texts' connections and presents a comparison that is defensible, clearly explained, and supported by the analysis.
- ❖ Shows substantial depth, fullness and complexity of thought.
- ❖ Uses adaptation theory to develop argument; theory is integral component of the essay.
- ❖ Expresses ideas clearly and commands the reader's attention.
- ❖ Demonstrates clear, unified and coherent organization.
- ❖ Is fully developed and detailed with arguments supported by persuasive reasoning and references to text; there is an appropriate balance between providing evidence and analyzing that evidence.
- ❖ Has a sophisticated style (remarkable variety of sentence pattern, smooth transitions between ideas, superior control of diction).
- ❖ Properly cites source material.
- ❖ Has few, if any, minor errors in grammar, usage or mechanics.

### A 25- to 34-Point Essay (2.5-3.4, B Range)

- ❖ Has a clear thesis and essay addresses the topic but may not do so completely; the thesis may be clear and well-argued, but could use additional support or development; or the thesis may be identifiable, but not sharply focused.
- ❖ If the essay is comparative, the thesis clearly defines an area of comparison, but neither thesis nor essay may fully address the significance of the texts' connections.
- ❖ Shows some depth and complexity of thought.
- ❖ Uses adaptation theory to develop argument but references to theory may seem tacked on rather than closely connected to the essay's claims.
- ❖ Expresses ideas clearly.
- ❖ Demonstrates effective organization.
- ❖ Is well developed with sensible reasoning and appropriate references to text; however, some evidence may detract from the thesis and some ideas might not be fully explored.
- ❖ Demonstrates balance between evidence and analysis for the most part, but balance may be weak in places.
- ❖ Has an effective style (some variety of sentence patterns, transitions between ideas, accurate diction).
- ❖ Properly cites source material, but may have errors in citation format.
- ❖ Has few errors in grammar, usage or mechanics.

### A 15- to 24-Point Essay (1.5-2.4, C Range)

- ❖ Has a thesis that may not be entirely clear and essay does not fully address the topic.
- ❖ If the essay is comparative, thesis may not fully articulate the relationship between the texts; essay may mention many points of comparison and analyze few.

- ❖ Shows insufficient awareness of the complexity of issues addressed; may treat the topic or texts simplistically or repetitively.
- ❖ Demonstrates little engagement with adaptation theory, offering a few citations of theoretical texts, but not tying the references to the essay in a clear manner.
- ❖ Communicates ideas clearly for the most part, but may have some lapses in clarity.
- ❖ Has a recognizable organizational pattern, but the relation among parts is not consistently clear enough to provide a coherent focus.
- ❖ Is unevenly developed; writer may offer sufficient reasoning or references to text for some of the ideas but not for others.
- ❖ Demonstrates some balance between evidence and analysis.
- ❖ Has an adequate style (limited variation in sentence patterns, transitions between most ideas, diction accurate for the most part).
- ❖ Cites the majority of source material, but occasionally material may be clearly cited but not referenced in parentheses.
- ❖ Has some errors in grammar, usage or mechanics, but demonstrates basic control of these areas.

#### A 7- to 14-Point Essay (.7-1.4, D Range)

- ❖ Has an unclear thesis; essay mentions topic and meets basic length requirements, but does not engage the topic in any meaningful fashion.
- ❖ If comparative, the essay identifies similarities and differences and meets basic length requirements, but does not compare adaptations in any meaningful fashion.
- ❖ Lacks focus or demonstrates confused, stereotyped or simplistic thinking; writer may demonstrate no overall conception of the issues raised by the topic.
- ❖ Demonstrates misunderstanding of adaptation theory, including references that have no connection to the essay's ideas.
- ❖ May not communicate ideas clearly.
- ❖ Is ineffectively organized, with no clear relationship between the parts of the essay.
- ❖ May not provide adequate or appropriate reasoning or references to support generalizations, or may provide details without generalizations.
- ❖ Demonstrates little relationship between evidence and the thesis.
- ❖ Has stylistic weaknesses (no variety of sentence patterns, few transitions, imprecise diction).
- ❖ Indicates use of source material, but does not have consistent parenthetical references.
- ❖ Has occasional major errors in grammar, usage or mechanics or frequent minor errors that interfere in the reader's understanding of the essay.

#### A 0- to 6-Point Essay (0-6, F Range)

- ❖ Has no thesis or has an incomprehensible thesis.
- ❖ May be deliberately off-topic or demonstrate no understanding of the issues raised by the topic; essay may mention multiple adaptations but fail to draw connections between them.
- ❖ Does not engage adaptation theory.
- ❖ Does not communicate ideas clearly.
- ❖ Lacks coherent organization.
- ❖ Shows no development of ideas; may simply summarize text.
- ❖ Has an incoherent style (difficulties with sentence structure, pattern of diction errors).
- ❖ Presents another writer's work as the author's own.
- ❖ Has pervasive pattern of errors in grammar, usage and mechanics that renders the essay unreadable.

