

## English 200: Reading (and Rereading) *Hamlet* Scene Staging Essay Grading Criteria

### A 53- to 60-Point Essay (3.5-4.0, A Range)

- Has a substantive thesis and essay fully addresses how staging elements support a specific interpretation of the scene; the thesis is defensible, clearly explained, and supported in the body of the essay
- Shows substantial depth, fullness and complexity of thought
- 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 describing staging details and connecting those details to an interpretation of the scene
- Has a sophisticated style (remarkable variety of sentence pattern, smooth transitions between ideas, superior control of diction)
- Has few, if any, minor errors in grammar, usage or mechanics

### A 38- to 52-Point Essay (2.5-3.4, B Range)

- Has a clear thesis and essay addresses how staging elements support a specific interpretation of the scene, but may not do so completely; the thesis may be clear and well-argued, but could use additional support or development
- Shows some depth and complexity of thought
- Expresses ideas clearly
- Demonstrates effective organization
- Is well developed with sensible reasoning and appropriate references to text; however, some of the discussion may detract from the thesis and some ideas might not be fully explored
- Demonstrates balance between description and analysis of staging details 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)
- Has few errors in grammar, usage or mechanics

### A 23- to 37-Point Essay (1.5-2.4, C Range)

- Has a thesis that may not be entirely clear and essay does not fully address how staging elements support a specific interpretation of the scene
- Shows insufficient awareness of the complexity of the text; may treat the scene or staging details simplistically or repetitively
- 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 describing and analyzing staging details
- Has an adequate style (limited variation in sentence patterns, transitions between most ideas, diction accurate for the most part)
- Has some errors in grammar, usage or mechanics, but demonstrates basic control of these areas

### An 11- to 22-Point Essay (.7-1.4, D Range)

- Has an unclear thesis; essay discusses the topic and meets basic length requirements, but does not address in any meaningful fashion how staging elements support a specific interpretation of the scene
- Lacks focus or demonstrates confused, stereotyped or simplistic thinking; writer may demonstrate no overall conception of the text
- 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 to support claims, or may provide details without explaining the claim those details illustrate
- Demonstrates little relationship between evidence and the thesis
- Has stylistic weaknesses (no variety of sentence patterns, few transitions, imprecise diction)
- 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 10-Point Essay (0-.6, F Range)

- Has no thesis or has an incomprehensible thesis that does not engage the topic
- May be deliberately off-topic and demonstrate no understanding of the issues addressed by the scene
- 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)
- Has pervasive pattern of errors in grammar, usage and mechanics that renders the essay unreadable
- Represents another writer's work as the author's own