These essays offer an exceptionally focused and persuasive analysis of how Shakespeare develops a theme. Using apt and specific textual support from primary documents, including Hamlet, these essays explore the theme’s complexity to reflect on how early modern cultural issues are relevant today. Although not without flaws, these essays make a strong case for their interpretation and discuss the theme with significant insight and understanding. Generally, essays scored in the top range reveal sophisticated analysis of ideas and exceptional control of language, including highly proficient use of vocabulary and stylistic maturity in sentence structure.

(TOP SCORES: 90%-100%)

These essays offer a reasonably focused and persuasive analysis of how Shakespeare develops a theme. Using apt, yet general, textual support from primary documents, including Hamlet, these essays explore the theme appropriately, but less thoroughly or precisely than those with top scores. Reflections on how early modern culture issues are relevant today may be articulated too generally and without adequate complexity or support. Essays of this caliber contain noticeable language errors, affecting clarity and control in writing but do not completely undermine the ability to express concrete ideas. These essays consistently demonstrate proficient use of appropriate vocabulary and sentence structure.

(UPPER SCORES: 80%-89%)

Essays in this range offer minimal focus and persuasive analysis of how Shakespeare develops a theme. Using superficial or obvious textual support from primary documents, including Hamlet, these essays explore the theme by summarizing Shakespeare’s ideas or other cultural issues without sufficient reflection on how the early modern period has relevance today. Even though essays of this caliber address the prompt, they contain language errors that weaken the overall analysis, resulting in a thinly developed or weakly organized structure. Vocabulary and writing control is at a minimally effective level.

(MIDDLE SCORES: 70%-79%)

Essays in the below average range offer little to no apparent focus or analysis of how Shakespeare develops a theme. Textual support from primary documents, including Hamlet, is sparse or nonexistent, or essays reveal major misconceptions about how the readings provide evidence for a developing theme. Using emerging vocabulary or simple sentence structure, essays of this caliber reveal unclear, unsubstantial reflections about how early modern issues are relevant today. The overall writing is emerging toward proficiency.

(LOWER SCORES: 60%-69%)

Failing essays demonstrate little competency or effort in analyzing how Shakespeare develops a theme. Although some attempts to analyze or to reflect may be indicated,
the writer’s view has little clarity and only slight, if any, textual evidence in its support. Generally these essays are unacceptably brief or ineffectively written. (LOWEST SCORES: 59% or less)