Directions:

Choose ten of the AP Exam-style multiple-choice questions about *Macbeth* and *Things Fall Apart* and compose paragraph-length responses for each. You must analyze why the correct answer is best, providing apt textual evidence and employing literary language and college-level vocabulary in your writing. Your analysis may include distinguishing between best and other defendable but less accurate answers. The questions you select must be of the following types:

- *2 EXCEPT questions*
- *2 I, II, III questions*
- *3 tone or attitude questions*
- *3 characterization or setting questions*

Standard	Exceeding (4)	Meeting (3)	Nearing (2)	Missing (1)
ELACCW2: *Write explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization, and analysis of content.* **ELACCW4:** *Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.*	Explanations insightfully analyze text and explain the best answers, revealing understanding of complexity and subtlety. Organization is logical, and development of ideas is thorough and convincing.	Reponses competently analyze text and explain the best answers. Organization is controlled, and development of ideas is sufficient an effective.	Explanations of best answers attempt to analyze and explain. Writing lacks control, and responses are underdeveloped and ineffective.	Responses fail to adequately explain the best answers OR reveal lack of understanding. Writing is unorganized and confusingly developed.
ELACCRL4: *Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.* **ELACCL6:** *Use accurately domain-specific vocabulary sufficient for reading and writing at the college level.*	Explanations compellingly use precise literary terminology to convey understanding of concepts and enrich textual analysis of the writer's craft. College-level vocabulary is used precisely to enhance the author's ideas and explanations.	Explanations competently identify literary devices in analysis. Literary language is employed in the analysis of the writer's craft. College-level vocabulary is used competently to convey the author's ideas and explanations.	Use of literary terminology in explanations lacks precision or accuracy. Essay attempts to explain concepts but is misguided or inadequate. College-level vocabulary is attempted in writing but is inconsistent and imprecise.	Explanations fail to incorporate or reveal lack of understanding of accurate literary terminology. College-level vocabulary is not used or is repeatedly used inaccurately.
ELACCRL1: *Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inference drawn from the text.*	Writing convincingly and thoroughly supports analysis by persuasively citing and explaining focused, concise, and germane quotations from the passage as well as other parts of the text. Quotations are aptly selected and seamlessly integrated with the writer's own ideas, often including the use of advanced punctuation.	Essay reasonably supports ideas and proficiently cites and explains quotations from text. Quotations are integrated with the writer's own ideas.	Essay attempts to provide evidence from text, citing but failing to explain effectively. Quotations are often separate from the writer's own ideas or too long to be incorporated effectively.	Essay provides minimal support from the text as evidence, and explanations are lacking. Any evidence that is provided is not connected with the writer's own ideas.
ELACCL1 & L2: *Demonstrate command of the conventions of standard English grammar and usage, capitalization, punctuation, and spelling when writing or speaking.*	Spelling, punctuation, capitalization, and academic conventions are accurate. Sentence structure is varied; sentence types advance ideas and are apt for the analytical purpose.	Few errors in spelling, punctuation, capitalization, and academic conventions. Sentence structure is somewhat varied and aids analytical purpose.	Several errors in spelling, punctuation, capitalization, and academic conventions. Varied sentence structure is attempted but tends towards repetition.	Errors in spelling, punctuation, capitalization, and academic conventions distract from interpretation or make analysis incomprehensible. Sentence types are repetitive and unvaried.

GRADE _____ = score _____ X questions completed _____

Teacher commentary: