

*Julius Caesar: Close Reading Mastery (CRM)*

4.8

**Prompt:** To what extent is their cause a noble one? Use pages 55-65 for at least one of the pieces of evidence to support your answer. You can use evidence from other previous pages (7-53) as well.

**\*\*Hint: is their cause:**

- ☐ completely noble
- ☐ somewhat noble
- ☐ not noble at all
- ☐ noble because of ... , but not noble because of ...

Use this checklist to make sure your CRM meets all requirements:

- ☐ thesis statement that answers the question
- ☐ brief context introducing the text
- ☐ 2-3 pieces of quoted evidence from the play
- ☐ 1-3 sentences of analysis and explanation per quote
- ☐ a concluding statement

**WRITE RESPONSE IN BOX BELOW:**

Brutus starts off noble but later on he is now not noble. Brutus is noble by showing sympathy when he is going to kill only Caesar and not Antoni . “For Anthony its but a limb” Brutus knows that it would be wrong if he killed Antoni, because he hasn’t done anything to them when they are planning to kill. Brutus wants to kill Antoni because he feels that he is going to interfere with their plan since he admires Caesar.

| <i>Idea Development</i> |   |
|-------------------------|---|
| 5                       | <ul style="list-style-type: none"> <li>● Central idea/thesis is insightful and fully developed</li> <li>● Skillful selection and explanation of evidence and/or details</li> <li>● Skillful and/or subtle organization</li> </ul> |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>● Rich expression of ideas</li> <li>● Full awareness of the task and mode</li> </ul>   |
| <b>4</b>                                   | <ul style="list-style-type: none"> <li>● Central idea/thesis is clear and well-developed</li> <li>● Effective selection and explanation of evidence and/or details</li> <li>● Effective organization</li> <li>● Clear expression of ideas</li> <li>● Full awareness of the task and mode</li> </ul>                   |
| <b>3</b>                                   | <ul style="list-style-type: none"> <li>● Central idea/thesis is general and moderately developed</li> <li>● Appropriate selection and explanation of evidence and/or details</li> <li>● Moderate organization</li> <li>● Adequate expression of ideas</li> <li>● Sufficient awareness of the task and mode</li> </ul> |
| <b>2</b>                                   | <ul style="list-style-type: none"> <li>● Central idea/thesis may be present and is somewhat developed</li> <li>● Limited selection and explanation of evidence and/or details</li> <li>● Limited organization</li> <li>● Basic expression of ideas</li> <li>● Partial awareness of the task and mode</li> </ul>       |
| <b>1</b>                                   | <ul style="list-style-type: none"> <li>● Central idea/thesis is not developed</li> <li>● Insufficient evidence and/or details</li> <li>● Minimal organization</li> <li>● Poor expression of ideas</li> <li>● Minimal awareness of the task and mode</li> </ul>  |
| <b>0</b>                                   | The response shows evidence the student has read the text, but does not address the question or incorrectly responds to the question.   |
| <b><i>Standard English Conventions</i></b> |   |
| <b>3</b>                                   | <ul style="list-style-type: none"> <li>● Consistent control of a variety of sentence structures relative to length of essay</li> <li>● Consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay</li> </ul>   |
| <b>2</b>                                   | <ul style="list-style-type: none"> <li>● Mostly consistent control of sentence structures relative to length of essay</li> <li>● Mostly consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay</li> </ul>  |
| <b>1</b>                                   | <ul style="list-style-type: none"> <li>● Little control and/or no variety in sentence structure and/or</li> <li>● Little control of grammar, usage, and mechanics relative to complexity and/or insufficient length</li> </ul>  |

|          |   |
|----------|---|
| <b>0</b> | Sentences are formed incorrectly with no control of grammar, usage, and mechanics and/or insufficient length. |
|----------|---|

*Julius Caesar: Close Reading Mastery (CRM)*

4.8

**Prompt:** To what extent is their cause a noble one? Use pages 55-65 for at least one of the pieces of evidence to support your answer. You can use evidence from other previous pages (7-53) as well.

**\*\*Hint: is their cause:**

- ☐ completely noble
- ☐ somewhat noble
- ☐ not noble at all
- ☐ noble because of ... , but not noble because of ...

Use this checklist to make sure your CRM meets all requirements:

- ☐ thesis statement that answers the question
- ☐ brief context introducing the text
- ☐ 2-3 pieces of quoted evidence from the play
- ☐ 1-3 sentences of analysis and explanation per quote
- ☐ a concluding statement

**WRITE RESPONSE IN BOX BELOW:**

The cause of the conspirators is somewhat noble because while they are doing what they believe is best for Rome, they are still betraying their friend in Caesar. During Act 2 of this story, the conspirators request an oath to show their loyalty amongst each other. When they request the oath, Brutus says, "but do not stain the even virtue of our enterprise, Nor th' insuppressive mettle of our spirits." Brutus' usage of the word "stain" shows his nobility and his belief that to request an oath is disrespectful at a time like this because he believes that every man in the room is doing what is right to save the Roman Empire. Despite the fact that the conspirators do what they believe is right in this situation, the requesting of an oath shows they are not truly noble. When the group requests an oath, Cassius says "And let us swear our resolution." The phrase "let us swear our resolution" shows a possible lack of nobility because by requesting an oath, Cassius believes in his mind that he is doing something that should be hidden despite the fact that in his mind it is supposed to be what is best for Rome. Ultimately, while the cause itself is noble, to kill one's friend is wrong.

| <b><i>Idea Development</i></b>             |   |
|--|---|
| <b>5</b>                                   | <ul style="list-style-type: none"> <li>● Central idea/thesis is insightful and fully developed</li> <li>● Skillful selection and explanation of evidence and/or details</li> <li>● Skillful and/or subtle organization</li> <li>● Rich expression of ideas</li> <li>● Full awareness of the task and mode</li> </ul>  |
| <b>4</b>                                   | <ul style="list-style-type: none"> <li>● Central idea/thesis is clear and well-developed</li> <li>● Effective selection and explanation of evidence and/or details</li> <li>● Effective organization</li> <li>● Clear expression of ideas</li> <li>● Full awareness of the task and mode</li> </ul>                   |
| <b>3</b>                                   | <ul style="list-style-type: none"> <li>● Central idea/thesis is general and moderately developed</li> <li>● Appropriate selection and explanation of evidence and/or details</li> <li>● Moderate organization</li> <li>● Adequate expression of ideas</li> <li>● Sufficient awareness of the task and mode</li> </ul> |
| <b>2</b>                                   | <ul style="list-style-type: none"> <li>● Central idea/thesis may be present and is somewhat developed</li> <li>● Limited selection and explanation of evidence and/or details</li> <li>● Limited organization</li> <li>● Basic expression of ideas</li> <li>● Partial awareness of the task and mode</li> </ul>       |
| <b>1</b>                                   | <ul style="list-style-type: none"> <li>● Central idea/thesis is not developed</li> <li>● Insufficient evidence and/or details</li> <li>● Minimal organization</li> <li>● Poor expression of ideas</li> <li>● Minimal awareness of the task and mode</li> </ul>  |
| <b>0</b>                                   | The response shows evidence the student has read the text, but does not address the question or incorrectly responds to the question.   |
| <b><i>Standard English Conventions</i></b> |   |
| <b>3</b>                                   | <ul style="list-style-type: none"> <li>● Consistent control of a variety of sentence structures relative to length of essay</li> <li>● Consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay</li> </ul>   |
| <b>2</b>                                   | <ul style="list-style-type: none"> <li>● Mostly consistent control of sentence structures relative to length of essay</li> <li>● Mostly consistent control of grammar, usage, and mechanics relative to</li> </ul>  |

|          |   |
|----------|---|
|          | complexity and/or length of essay   |
| <b>1</b> | <ul style="list-style-type: none"><li>• Little control and/or no variety in sentence structure and/or</li><li>• Little control of grammar, usage, and mechanics relative to complexity and/or insufficient length</li></ul> |
| <b>0</b> | Sentences are formed incorrectly with no control of grammar, usage, and mechanics and/or insufficient length.   |

*Julius Caesar: Close Reading Mastery (CRM)*

4.8

**Prompt:** To what extent is their cause a noble one? Use pages 55-65 for at least one of the pieces of evidence to support your answer. You can use evidence from other previous pages (7-53) as well.

**\*\*Hint: is their cause:**

- ☐ completely noble
- ☐ somewhat noble
- ☐ not noble at all
- ☐ noble because of ... , but not noble because of ...

Use this checklist to make sure your CRM meets all requirements:

- ☐ thesis statement that answers the question
- ☐ brief context introducing the text
- ☐ 2-3 pieces of quoted evidence from the play
- ☐ 1-3 sentences of analysis and explanation per quote
- ☐ a concluding statement

**WRITE RESPONSE IN BOX BELOW:**

Their cause is somewhat noble because they would start to get people on their side of killing Caesar by how people would think that Caesar would gain a lot of power in the start and they don't want him to destroy Rome and the republic , "What you have said I will consider; what you have to say I will with patience hear; and find a time Both meet to hear and answer such high things." But then in the recent pages that we have read he would become somewhat noble because he would want to sacrifice one of them and that is Antony and he would think that he would tell something to Caesar.

| <i>Idea Development</i> |   |
|-------------------------|---|
| 5                       | <ul style="list-style-type: none"> <li>Central idea/thesis is insightful and fully developed</li> </ul> |

|                                     |   |
|-------------------------------------|---|
|                                     | <ul style="list-style-type: none"> <li>● Skillful selection and explanation of evidence and/or details</li> <li>● Skillful and/or subtle organization</li> <li>● Rich expression of ideas</li> <li>● Full awareness of the task and mode</li> </ul>   |
| 4                                   | <ul style="list-style-type: none"> <li>● Central idea/thesis is clear and well-developed</li> <li>● Effective selection and explanation of evidence and/or details</li> <li>● Effective organization</li> <li>● Clear expression of ideas</li> <li>● Full awareness of the task and mode</li> </ul>                   |
| 3                                   | <ul style="list-style-type: none"> <li>● Central idea/thesis is general and moderately developed</li> <li>● Appropriate selection and explanation of evidence and/or details</li> <li>● Moderate organization</li> <li>● Adequate expression of ideas</li> <li>● Sufficient awareness of the task and mode</li> </ul> |
| 2                                   | <ul style="list-style-type: none"> <li>● Central idea/thesis may be present and is somewhat developed</li> <li>● Limited selection and explanation of evidence and/or details</li> <li>● Limited organization</li> <li>● Basic expression of ideas</li> <li>● Partial awareness of the task and mode</li> </ul>       |
| 1                                   | <ul style="list-style-type: none"> <li>● Central idea/thesis is not developed</li> <li>● Insufficient evidence and/or details</li> <li>● Minimal organization</li> <li>● Poor expression of ideas</li> <li>● Minimal awareness of the task and mode</li> </ul>  |
| 0                                   | The response shows evidence the student has read the text, but does not address the question or incorrectly responds to the question.   |
| <b>Standard English Conventions</b> |   |
| 3                                   | <ul style="list-style-type: none"> <li>● Consistent control of a variety of sentence structures relative to length of essay</li> <li>● Consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay</li> </ul>   |
| 2                                   | <ul style="list-style-type: none"> <li>● Mostly consistent control of sentence structures relative to length of essay</li> <li>● Mostly consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay</li> </ul>  |
| 1                                   | <ul style="list-style-type: none"> <li>● Little control and/or no variety in sentence structure and/or</li> <li>● Little control of grammar, usage, and mechanics relative to complexity and/or</li> </ul>  |



|          |   |
|----------|---|
|          | insufficient length   |
| <b>0</b> | Sentences are formed incorrectly with no control of grammar, usage, and mechanics and/or insufficient length. |

*Julius Caesar: Close Reading Mastery (CRM)*

4.8

**Prompt:** To what extent is their cause a noble one? Use pages 55-65 for at least one of the pieces of evidence to support your answer. You can use evidence from other previous pages (7-53) as well.

**\*\*Hint: is their cause:**

- ☐ completely noble
- ☐ somewhat noble
- ☐ not noble at all
- ☐ noble because of ... , but not noble because of ...

Use this checklist to make sure your CRM meets all requirements:

- ☐ thesis statement that answers the question
- ☐ brief context introducing the text
- ☐ 2-3 pieces of quoted evidence from the play
- ☐ 1-3 sentences of analysis and explanation per quote
- ☐ a concluding statement

**WRITE RESPONSE IN BOX BELOW:**

Brutus starts off noble but later on he is now not noble. Brutus is noble by showing sympathy when he is going to kill only Caesar and not Antoni . “For Anthony its but a limb” Brutus knows that it would be wrong if he killed Antoni, because he hasn’t done anything to them when they are planning to kill. Brutus wants to kill Antoni because he feels that he is going to interfere with their plan since he admires Caesar.

| <i>Idea Development</i> |   |
|-------------------------|---|
| 5                       | <ul style="list-style-type: none"> <li>● Central idea/thesis is insightful and fully developed</li> <li>● Skillful selection and explanation of evidence and/or details</li> <li>● Skillful and/or subtle organization</li> </ul> |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• Rich expression of ideas</li> <li>• Full awareness of the task and mode</li> </ul>   |
| <b>4</b>                                   | <ul style="list-style-type: none"> <li>• Central idea/thesis is clear and well-developed</li> <li>• Effective selection and explanation of evidence and/or details</li> <li>• Effective organization</li> <li>• Clear expression of ideas</li> <li>• Full awareness of the task and mode</li> </ul>                   |
| <b>3</b>                                   | <ul style="list-style-type: none"> <li>• Central idea/thesis is general and moderately developed</li> <li>• Appropriate selection and explanation of evidence and/or details</li> <li>• Moderate organization</li> <li>• Adequate expression of ideas</li> <li>• Sufficient awareness of the task and mode</li> </ul> |
| <b>2</b>                                   | <ul style="list-style-type: none"> <li>• Central idea/thesis may be present and is somewhat developed</li> <li>• Limited selection and explanation of evidence and/or details</li> <li>• Limited organization</li> <li>• Basic expression of ideas</li> <li>• Partial awareness of the task and mode</li> </ul>       |
| <b>1</b>                                   | <ul style="list-style-type: none"> <li>• Central idea/thesis is not developed</li> <li>• Insufficient evidence and/or details</li> <li>• Minimal organization</li> <li>• Poor expression of ideas</li> <li>• Minimal awareness of the task and mode</li> </ul>  |
| <b>0</b>                                   | The response shows evidence the student has read the text, but does not address the question or incorrectly responds to the question.   |
| <b><i>Standard English Conventions</i></b> |   |
| <b>3</b>                                   | <ul style="list-style-type: none"> <li>• Consistent control of a variety of sentence structures relative to length of essay</li> <li>• Consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay</li> </ul>   |
| <b>2</b>                                   | <ul style="list-style-type: none"> <li>• Mostly consistent control of sentence structures relative to length of essay</li> <li>• Mostly consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay</li> </ul>  |
| <b>1</b>                                   | <ul style="list-style-type: none"> <li>• Little control and/or no variety in sentence structure and/or</li> <li>• Little control of grammar, usage, and mechanics relative to complexity and/or insufficient length</li> </ul>  |

|          |   |
|----------|---|
| <b>0</b> | Sentences are formed incorrectly with no control of grammar, usage, and mechanics and/or insufficient length. |
|----------|---|

*Julius Caesar: Close Reading Mastery (CRM)*

4.8

**Prompt:** To what extent is their cause a noble one? Use pages 55-65 for at least one of the pieces of evidence to support your answer. You can use evidence from other previous pages (7-53) as well.

**\*\*Hint: is their cause:**

- ☐ completely noble
- ☐ somewhat noble
- ☐ not noble at all
- ☐ noble because of ... , but not noble because of ...

Use this checklist to make sure your CRM meets all requirements:

- ☐ thesis statement that answers the question
- ☐ brief context introducing the text
- ☐ 2-3 pieces of quoted evidence from the play
- ☐ 1-3 sentences of analysis and explanation per quote
- ☐ a concluding statement

**WRITE RESPONSE IN BOX BELOW:**

In Julius Caesar there seems to be some events of being both noble and not being noble. Their overall thought process started based on doing a good cause showing nobility "what other bond than secret Romans then have spoke the word and will not palter." (shakespeare 2.1,136-137) Which shows how the start of this seemed to be for a good cause which was to save rome and try to stop it from causing future acts. But

"

| <i>Idea Development</i> |   |
|-------------------------|---|
| 5                       | <ul style="list-style-type: none"> <li>● Central idea/thesis is insightful and fully developed</li> <li>● Skillful selection and explanation of evidence and/or details</li> <li>● Skillful and/or subtle organization</li> </ul> |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• Rich expression of ideas</li> <li>• Full awareness of the task and mode</li> </ul>   |
| <b>4</b>                                   | <ul style="list-style-type: none"> <li>• Central idea/thesis is clear and well-developed</li> <li>• Effective selection and explanation of evidence and/or details</li> <li>• Effective organization</li> <li>• Clear expression of ideas</li> <li>• Full awareness of the task and mode</li> </ul>                   |
| <b>3</b>                                   | <ul style="list-style-type: none"> <li>• Central idea/thesis is general and moderately developed</li> <li>• Appropriate selection and explanation of evidence and/or details</li> <li>• Moderate organization</li> <li>• Adequate expression of ideas</li> <li>• Sufficient awareness of the task and mode</li> </ul> |
| <b>2</b>                                   | <ul style="list-style-type: none"> <li>• Central idea/thesis may be present and is somewhat developed</li> <li>• Limited selection and explanation of evidence and/or details</li> <li>• Limited organization</li> <li>• Basic expression of ideas</li> <li>• Partial awareness of the task and mode</li> </ul>       |
| <b>1</b>                                   | <ul style="list-style-type: none"> <li>• Central idea/thesis is not developed</li> <li>• Insufficient evidence and/or details</li> <li>• Minimal organization</li> <li>• Poor expression of ideas</li> <li>• Minimal awareness of the task and mode</li> </ul>  |
| <b>0</b>                                   | The response shows evidence the student has read the text, but does not address the question or incorrectly responds to the question.   |
| <b><i>Standard English Conventions</i></b> |   |
| <b>3</b>                                   | <ul style="list-style-type: none"> <li>• Consistent control of a variety of sentence structures relative to length of essay</li> <li>• Consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay</li> </ul>   |
| <b>2</b>                                   | <ul style="list-style-type: none"> <li>• Mostly consistent control of sentence structures relative to length of essay</li> <li>• Mostly consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay</li> </ul>  |
| <b>1</b>                                   | <ul style="list-style-type: none"> <li>• Little control and/or no variety in sentence structure and/or</li> <li>• Little control of grammar, usage, and mechanics relative to complexity and/or insufficient length</li> </ul>  |

|          |   |
|----------|---|
| <b>0</b> | Sentences are formed incorrectly with no control of grammar, usage, and mechanics and/or insufficient length. |
|----------|---|

*Julius Caesar: Close Reading Mastery (CRM)*

4.8

**Prompt:** To what extent is their cause a noble one? Use pages 55-65 for at least one of the pieces of evidence to support your answer. You can use evidence from other previous pages (7-53) as well.

**\*\*Hint: is their cause:**

- ☐ completely noble
- ☐ somewhat noble
- ☐ not noble at all
- ☐ noble because of ... , but not noble because of ...

Use this checklist to make sure your CRM meets all requirements:

- ☐ thesis statement that answers the question
- ☐ brief context introducing the text
- ☐ 2-3 pieces of quoted evidence from the play
- ☐ 1-3 sentences of analysis and explanation per quote
- ☐ a concluding statement

**WRITE RESPONSE IN BOX BELOW:**

The conspiracy's cause is noble to a little extent due to Brutus being the only one willing to kill Caesar for the sake of Rome. The conspiracies starts to debate whether to also assassinate Antony or not, so Brutus answers them "our course will seem too bloody...let's be sacrificers, but not butchers"(Shakespeare,2.1.175-179) With "bloody" and "butchers" he wants to indicate that he doesn' want to misdirect his actions. Their main focus is to save Rome from a future tyranny, but the others conspirators seem to not be acting for the same purpose because they discuss an unnecessary killing, as Antony is only a loyal friend of Caesar and is not connected to the Republic.Once they decided to not kill Antony, Brutus advises "Let not our looks put on our purpose, / but bear it"(Shakespeare,2.1.244-245) Brutus wants them to not look as if they are going to do some bad actions, as they previously hid their faces. In his eyes they are doing the better for Rome, but just by him having to tell them that they don't think the same as him.



| <b><i>Idea Development</i></b>             |   |
|--|---|
| <b>5</b>                                   | <ul style="list-style-type: none"> <li>● Central idea/thesis is insightful and fully developed</li> <li>● Skillful selection and explanation of evidence and/or details</li> <li>● Skillful and/or subtle organization</li> <li>● Rich expression of ideas</li> <li>● Full awareness of the task and mode</li> </ul>  |
| <b>4</b>                                   | <ul style="list-style-type: none"> <li>● Central idea/thesis is clear and well-developed</li> <li>● Effective selection and explanation of evidence and/or details</li> <li>● Effective organization</li> <li>● Clear expression of ideas</li> <li>● Full awareness of the task and mode</li> </ul>                   |
| <b>3</b>                                   | <ul style="list-style-type: none"> <li>● Central idea/thesis is general and moderately developed</li> <li>● Appropriate selection and explanation of evidence and/or details</li> <li>● Moderate organization</li> <li>● Adequate expression of ideas</li> <li>● Sufficient awareness of the task and mode</li> </ul> |
| <b>2</b>                                   | <ul style="list-style-type: none"> <li>● Central idea/thesis may be present and is somewhat developed</li> <li>● Limited selection and explanation of evidence and/or details</li> <li>● Limited organization</li> <li>● Basic expression of ideas</li> <li>● Partial awareness of the task and mode</li> </ul>       |
| <b>1</b>                                   | <ul style="list-style-type: none"> <li>● Central idea/thesis is not developed</li> <li>● Insufficient evidence and/or details</li> <li>● Minimal organization</li> <li>● Poor expression of ideas</li> <li>● Minimal awareness of the task and mode</li> </ul>  |
| <b>0</b>                                   | The response shows evidence the student has read the text, but does not address the question or incorrectly responds to the question.   |
| <b><i>Standard English Conventions</i></b> |   |
| <b>3</b>                                   | <ul style="list-style-type: none"> <li>● Consistent control of a variety of sentence structures relative to length of essay</li> <li>● Consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay</li> </ul>   |
| <b>2</b>                                   | <ul style="list-style-type: none"> <li>● Mostly consistent control of sentence structures relative to length of essay</li> <li>● Mostly consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay</li> </ul>  |

|          |   |
|----------|---|
| <b>1</b> | <ul style="list-style-type: none"><li>• Little control and/or no variety in sentence structure and/or</li><li>• Little control of grammar, usage, and mechanics relative to complexity and/or insufficient length</li></ul> |
| <b>0</b> | Sentences are formed incorrectly with no control of grammar, usage, and mechanics and/or insufficient length.   |

*Julius Caesar: Close Reading Mastery (CRM)*

4.8

**Prompt:** To what extent is their cause a noble one? Use pages 55-65 for at least one of the pieces of evidence to support your answer. You can use evidence from other previous pages (7-53) as well.

**\*\*Hint: is their cause:**

- ☐ completely noble
- ☐ somewhat noble
- ☐ not noble at all
- ☐ noble because of ... , but not noble because of ...

Use this checklist to make sure your CRM meets all requirements:

- ☐ thesis statement that answers the question
- ☐ brief context introducing the text
- ☐ 2-3 pieces of quoted evidence from the play
- ☐ 1-3 sentences of analysis and explanation per quote
- ☐ a concluding statement

**WRITE RESPONSE IN BOX BELOW:**

In Julius Caesar there seems to be some events of being both noble and not being noble. Their overall thought process started based on doing a good cause showing nobility "what other bond than secret Romans then have spoke the word and will not palter." (shakespeare 2.1,136-137) Which shows how the start of this seemed to be for a good cause which was to save rome and try to stop it from causing future acts. But

"

| <i>Idea Development</i> |   |
|-------------------------|---|
| 5                       | <ul style="list-style-type: none"> <li>● Central idea/thesis is insightful and fully developed</li> <li>● Skillful selection and explanation of evidence and/or details</li> <li>● Skillful and/or subtle organization</li> </ul> |

|                                     |   |
|-------------------------------------|---|
|                                     | <ul style="list-style-type: none"> <li>● Rich expression of ideas</li> <li>● Full awareness of the task and mode</li> </ul>   |
| 4                                   | <ul style="list-style-type: none"> <li>● Central idea/thesis is clear and well-developed</li> <li>● Effective selection and explanation of evidence and/or details</li> <li>● Effective organization</li> <li>● Clear expression of ideas</li> <li>● Full awareness of the task and mode</li> </ul>                   |
| 3                                   | <ul style="list-style-type: none"> <li>● Central idea/thesis is general and moderately developed</li> <li>● Appropriate selection and explanation of evidence and/or details</li> <li>● Moderate organization</li> <li>● Adequate expression of ideas</li> <li>● Sufficient awareness of the task and mode</li> </ul> |
| 2                                   | <ul style="list-style-type: none"> <li>● Central idea/thesis may be present and is somewhat developed</li> <li>● Limited selection and explanation of evidence and/or details</li> <li>● Limited organization</li> <li>● Basic expression of ideas</li> <li>● Partial awareness of the task and mode</li> </ul>       |
| 1                                   | <ul style="list-style-type: none"> <li>● Central idea/thesis is not developed</li> <li>● Insufficient evidence and/or details</li> <li>● Minimal organization</li> <li>● Poor expression of ideas</li> <li>● Minimal awareness of the task and mode</li> </ul>  |
| 0                                   | The response shows evidence the student has read the text, but does not address the question or incorrectly responds to the question.   |
| <b>Standard English Conventions</b> |   |
| 3                                   | <ul style="list-style-type: none"> <li>● Consistent control of a variety of sentence structures relative to length of essay</li> <li>● Consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay</li> </ul>   |
| 2                                   | <ul style="list-style-type: none"> <li>● Mostly consistent control of sentence structures relative to length of essay</li> <li>● Mostly consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay</li> </ul>  |
| 1                                   | <ul style="list-style-type: none"> <li>● Little control and/or no variety in sentence structure and/or</li> <li>● Little control of grammar, usage, and mechanics relative to complexity and/or insufficient length</li> </ul>  |

|          |   |
|----------|---|
| <b>0</b> | Sentences are formed incorrectly with no control of grammar, usage, and mechanics and/or insufficient length. |
|----------|---|

*Julius Caesar: Close Reading Mastery (CRM)*

4.8

**Prompt:** To what extent is their cause a noble one? Use pages 55-65 for at least one of the pieces of evidence to support your answer. You can use evidence from other previous pages (7-53) as well.

**\*\*Hint: is their cause:**

- ☐ completely noble
- ☐ somewhat noble
- ☐ not noble at all
- ☐ noble because of ... , but not noble because of ...

Use this checklist to make sure your CRM meets all requirements:

- ☐ thesis statement that answers the question
- ☐ brief context introducing the text
- ☐ 2-3 pieces of quoted evidence from the play
- ☐ 1-3 sentences of analysis and explanation per quote
- ☐ a concluding statement

**WRITE RESPONSE IN BOX BELOW:**

Their cause is a noble one to a somewhat extent, noble because the conspirators are doing this for the good of Rome, but not noble because of a life being taken because of fear. The plan to takedown Caesar was because of the fear that if Caesar was to become the king of Rome he would be too powerful. For Casca had said, "Here, as I point my sword, the sun arises"(Shakespeare,57,116) this shows how the conspirators' plan will reflect the idea that they are bringing light and revolutionary change to Rome by ending Ceaser. But as the book goes on and they continue to discuss the conspirators had become envious and now had bad intentions. They began to forget their purpose for this. Brutus had to remind them that, "our purpose necessary and not envious;/ which so appears to the common eyes"(Shakespere,61,191-192) this shows how the conspirators forgot their purpose and were now becoming greedy. This isn't very noble of them.

*Idea Development*

|  |   |
|--|---|
| 5  | <ul style="list-style-type: none"> <li>● Central idea/thesis is insightful and fully developed</li> <li>● Skillful selection and explanation of evidence and/or details</li> <li>● Skillful and/or subtle organization</li> <li>● Rich expression of ideas</li> <li>● Full awareness of the task and mode</li> </ul>  |
| 4  | <ul style="list-style-type: none"> <li>● Central idea/thesis is clear and well-developed</li> <li>● Effective selection and explanation of evidence and/or details</li> <li>● Effective organization</li> <li>● Clear expression of ideas</li> <li>● Full awareness of the task and mode</li> </ul>                   |
| 3  | <ul style="list-style-type: none"> <li>● Central idea/thesis is general and moderately developed</li> <li>● Appropriate selection and explanation of evidence and/or details</li> <li>● Moderate organization</li> <li>● Adequate expression of ideas</li> <li>● Sufficient awareness of the task and mode</li> </ul> |
| 2  | <ul style="list-style-type: none"> <li>● Central idea/thesis may be present and is somewhat developed</li> <li>● Limited selection and explanation of evidence and/or details</li> <li>● Limited organization</li> <li>● Basic expression of ideas</li> <li>● Partial awareness of the task and mode</li> </ul>       |
| 1  | <ul style="list-style-type: none"> <li>● Central idea/thesis is not developed</li> <li>● Insufficient evidence and/or details</li> <li>● Minimal organization</li> <li>● Poor expression of ideas</li> <li>● Minimal awareness of the task and mode</li> </ul>  |
| 0  | The response shows evidence the student has read the text, but does not address the question or incorrectly responds to the question.   |
| <b><i>Standard English Conventions</i></b> |   |
| 3  | <ul style="list-style-type: none"> <li>● Consistent control of a variety of sentence structures relative to length of essay</li> <li>● Consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay</li> </ul>   |
| 2  | <ul style="list-style-type: none"> <li>● Mostly consistent control of sentence structures relative to length of essay</li> <li>● Mostly consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay</li> </ul>  |
| 1  | <ul style="list-style-type: none"> <li>● Little control and/or no variety in sentence structure and/or</li> </ul>   |

|          |   |
|----------|---|
|          | <ul style="list-style-type: none"><li>• Little control of grammar, usage, and mechanics relative to complexity and/or insufficient length</li></ul> |
| <b>0</b> | Sentences are formed incorrectly with no control of grammar, usage, and mechanics and/or insufficient length.                                       |



*Julius Caesar: Close Reading Mastery (CRM)*

4.8

**Prompt:** To what extent is their cause a noble one? Use pages 55-65 for at least one of the pieces of evidence to support your answer. You can use evidence from other previous pages (7-53) as well.

**\*\*Hint: is their cause:**

- ☐ completely noble
- ☐ somewhat noble
- ☐ not noble at all
- ☐ noble because of ... , but not noble because of ...

Use this checklist to make sure your CRM meets all requirements:

- ☐ thesis statement that answers the question
- ☐ brief context introducing the text
- ☐ 2-3 pieces of quoted evidence from the play
- ☐ 1-3 sentences of analysis and explanation per quote
- ☐ a concluding statement

**WRITE RESPONSE IN BOX BELOW:**

Their cause is a noble one to a somewhat extent, noble because the conspirators are doing this for the good of Rome, but not noble because of a life being taken because of fear. The plan to takedown Caesar was because of the fear that if Caesar was to become the king of Rome he would be too powerful. For Casca had said, "Here, as I point my sword, the sun arises"(Shakespeare,57,116) this shows how the conspirators' plan will reflect the idea that they are bringing light and revolutionary change to Rome by ending Ceaser. But as the book goes on and they continue to discuss the conspirators had become envious and now had bad intentions. They began to forget their purpose for this. Brutus had to remind them that, "our purpose necessary and not envious;/ which so appears to the common eyes"(Shakespere,61,191-192) this shows how the conspirators forgot their purpose and were now becoming greedy. This isn't very noble of them.

*Idea Development*

|  |   |
|--|---|
| 5  | <ul style="list-style-type: none"> <li>● Central idea/thesis is insightful and fully developed</li> <li>● Skillful selection and explanation of evidence and/or details</li> <li>● Skillful and/or subtle organization</li> <li>● Rich expression of ideas</li> <li>● Full awareness of the task and mode</li> </ul>  |
| 4  | <ul style="list-style-type: none"> <li>● Central idea/thesis is clear and well-developed</li> <li>● Effective selection and explanation of evidence and/or details</li> <li>● Effective organization</li> <li>● Clear expression of ideas</li> <li>● Full awareness of the task and mode</li> </ul>                   |
| 3  | <ul style="list-style-type: none"> <li>● Central idea/thesis is general and moderately developed</li> <li>● Appropriate selection and explanation of evidence and/or details</li> <li>● Moderate organization</li> <li>● Adequate expression of ideas</li> <li>● Sufficient awareness of the task and mode</li> </ul> |
| 2  | <ul style="list-style-type: none"> <li>● Central idea/thesis may be present and is somewhat developed</li> <li>● Limited selection and explanation of evidence and/or details</li> <li>● Limited organization</li> <li>● Basic expression of ideas</li> <li>● Partial awareness of the task and mode</li> </ul>       |
| 1  | <ul style="list-style-type: none"> <li>● Central idea/thesis is not developed</li> <li>● Insufficient evidence and/or details</li> <li>● Minimal organization</li> <li>● Poor expression of ideas</li> <li>● Minimal awareness of the task and mode</li> </ul>  |
| 0  | The response shows evidence the student has read the text, but does not address the question or incorrectly responds to the question.   |
| <b><i>Standard English Conventions</i></b> |   |
| 3  | <ul style="list-style-type: none"> <li>● Consistent control of a variety of sentence structures relative to length of essay</li> <li>● Consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay</li> </ul>   |
| 2  | <ul style="list-style-type: none"> <li>● Mostly consistent control of sentence structures relative to length of essay</li> <li>● Mostly consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay</li> </ul>  |
| 1  | <ul style="list-style-type: none"> <li>● Little control and/or no variety in sentence structure and/or</li> </ul>   |

|          |   |
|----------|---|
|          | <ul style="list-style-type: none"><li>• Little control of grammar, usage, and mechanics relative to complexity and/or insufficient length</li></ul> |
| <b>0</b> | Sentences are formed incorrectly with no control of grammar, usage, and mechanics and/or insufficient length.                                       |

*Julius Caesar: Close Reading Mastery (CRM)*

4.8

**Prompt:** To what extent is their cause a noble one? Use pages 55-65 for at least one of the pieces of evidence to support your answer. You can use evidence from other previous pages (7-53) as well.

**\*\*Hint: is their cause:**

- ☐ completely noble
- ☐ somewhat noble
- ☐ not noble at all
- ☐ noble because of ... , but not noble because of ...

Use this checklist to make sure your CRM meets all requirements:

- ☐ thesis statement that answers the question
- ☐ brief context introducing the text
- ☐ 2-3 pieces of quoted evidence from the play
- ☐ 1-3 sentences of analysis and explanation per quote
- ☐ a concluding statement

**WRITE RESPONSE IN BOX BELOW:**

Their cause for killing Caesar is somewhat noble because they are saving Rome from a monarchy but are beginning to think irrationally. As the conspirators are talking about the plan, they mention killing Antony because, "Mark Antony, so well beloved Caesar" (Shakespeare, 61.169). Meaning that they wanted to kill Antony as well because he is Caesar's sidekick, however this is not noble thinking because they have admitted that Antony is nothing without Caesar meaning that there is no purpose in killing Antony since he will not have any power afterwards. Then moving forward Brutus disagree with this idea and says, "For Antony is but a limb of Caesar." (pg 61). He is saying this because he is thinking reasonably and not letting the conspirators' emotions and irrational thoughts get ahead of them.

*Idea Development*

|  |   |
|--|---|
| 5  | <ul style="list-style-type: none"> <li>● Central idea/thesis is insightful and fully developed</li> <li>● Skillful selection and explanation of evidence and/or details</li> <li>● Skillful and/or subtle organization</li> <li>● Rich expression of ideas</li> <li>● Full awareness of the task and mode</li> </ul>  |
| 4  | <ul style="list-style-type: none"> <li>● Central idea/thesis is clear and well-developed</li> <li>● Effective selection and explanation of evidence and/or details</li> <li>● Effective organization</li> <li>● Clear expression of ideas</li> <li>● Full awareness of the task and mode</li> </ul>                   |
| 3  | <ul style="list-style-type: none"> <li>● Central idea/thesis is general and moderately developed</li> <li>● Appropriate selection and explanation of evidence and/or details</li> <li>● Moderate organization</li> <li>● Adequate expression of ideas</li> <li>● Sufficient awareness of the task and mode</li> </ul> |
| 2  | <ul style="list-style-type: none"> <li>● Central idea/thesis may be present and is somewhat developed</li> <li>● Limited selection and explanation of evidence and/or details</li> <li>● Limited organization</li> <li>● Basic expression of ideas</li> <li>● Partial awareness of the task and mode</li> </ul>       |
| 1  | <ul style="list-style-type: none"> <li>● Central idea/thesis is not developed</li> <li>● Insufficient evidence and/or details</li> <li>● Minimal organization</li> <li>● Poor expression of ideas</li> <li>● Minimal awareness of the task and mode</li> </ul>  |
| 0  | The response shows evidence the student has read the text, but does not address the question or incorrectly responds to the question.   |
| <b><i>Standard English Conventions</i></b> |   |
| 3  | <ul style="list-style-type: none"> <li>● Consistent control of a variety of sentence structures relative to length of essay</li> <li>● Consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay</li> </ul>   |
| 2  | <ul style="list-style-type: none"> <li>● Mostly consistent control of sentence structures relative to length of essay</li> <li>● Mostly consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay</li> </ul>  |
| 1  | <ul style="list-style-type: none"> <li>● Little control and/or no variety in sentence structure and/or</li> </ul>   |

|          |   |
|----------|---|
|          | <ul style="list-style-type: none"><li>• Little control of grammar, usage, and mechanics relative to complexity and/or insufficient length</li></ul> |
| <b>0</b> | Sentences are formed incorrectly with no control of grammar, usage, and mechanics and/or insufficient length.                                       |

*Julius Caesar: Close Reading Mastery (CRM)*

4.8

**Prompt:** To what extent is their cause a noble one? Use pages 55-65 for at least one of the pieces of evidence to support your answer. You can use evidence from other previous pages (7-53) as well.

**\*\*Hint: is their cause:**

- ☐ completely noble
- ☐ somewhat noble
- ☐ not noble at all
- ☐ noble because of ... , but not noble because of ...

Use this checklist to make sure your CRM meets all requirements:

- ☐ thesis statement that answers the question
- ☐ brief context introducing the text
- ☐ 2-3 pieces of quoted evidence from the play
- ☐ 1-3 sentences of analysis and explanation per quote
- ☐ a concluding statement

**WRITE RESPONSE IN BOX BELOW:**

The cause of the group is somewhat noble because of the perspective of the group to the perspective of relationships. Brutus thinks that the group should be honest about their actions and they shouldn't hide their plan from the public because, "What other oath/ Than honesty to be honesty engaged," (Shakespeare 2.1.136-138). Brutus thinks that they should be honest which will be a good cause for Rome because they're being honest though. This shows a noble action because Brutus is thinking about a better cause for the community. Furthermore, Brutus is also friends with Caesar although he is a part of the plan and he says, "Alas,/ Caesar must bleed for it," (Shakespeare 2.1.183-184). These actions of Caesar aren't very noble because Caesar is basically killing his friend. Furthermore, Brutus and the group aren't noble because they aren't doing this for a good cause.

| <b><i>Idea Development</i></b>             |   |
|--|---|
| <b>5</b>                                   | <ul style="list-style-type: none"> <li>● Central idea/thesis is insightful and fully developed</li> <li>● Skillful selection and explanation of evidence and/or details</li> <li>● Skillful and/or subtle organization</li> <li>● Rich expression of ideas</li> <li>● Full awareness of the task and mode</li> </ul>  |
| <b>4</b>                                   | <ul style="list-style-type: none"> <li>● Central idea/thesis is clear and well-developed</li> <li>● Effective selection and explanation of evidence and/or details</li> <li>● Effective organization</li> <li>● Clear expression of ideas</li> <li>● Full awareness of the task and mode</li> </ul>                   |
| <b>3</b>                                   | <ul style="list-style-type: none"> <li>● Central idea/thesis is general and moderately developed</li> <li>● Appropriate selection and explanation of evidence and/or details</li> <li>● Moderate organization</li> <li>● Adequate expression of ideas</li> <li>● Sufficient awareness of the task and mode</li> </ul> |
| <b>2</b>                                   | <ul style="list-style-type: none"> <li>● Central idea/thesis may be present and is somewhat developed</li> <li>● Limited selection and explanation of evidence and/or details</li> <li>● Limited organization</li> <li>● Basic expression of ideas</li> <li>● Partial awareness of the task and mode</li> </ul>       |
| <b>1</b>                                   | <ul style="list-style-type: none"> <li>● Central idea/thesis is not developed</li> <li>● Insufficient evidence and/or details</li> <li>● Minimal organization</li> <li>● Poor expression of ideas</li> <li>● Minimal awareness of the task and mode</li> </ul>  |
| <b>0</b>                                   | The response shows evidence the student has read the text, but does not address the question or incorrectly responds to the question.   |
| <b><i>Standard English Conventions</i></b> |   |
| <b>3</b>                                   | <ul style="list-style-type: none"> <li>● Consistent control of a variety of sentence structures relative to length of essay</li> <li>● Consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay</li> </ul>   |
| <b>2</b>                                   | <ul style="list-style-type: none"> <li>● Mostly consistent control of sentence structures relative to length of essay</li> <li>● Mostly consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay</li> </ul>  |



|          |   |
|----------|---|
| <b>1</b> | <ul style="list-style-type: none"><li>● Little control and/or no variety in sentence structure and/or</li><li>● Little control of grammar, usage, and mechanics relative to complexity and/or insufficient length</li></ul> |
| <b>0</b> | Sentences are formed incorrectly with no control of grammar, usage, and mechanics and/or insufficient length.   |

*Julius Caesar: Close Reading Mastery (CRM)*

4.8

**Prompt:** To what extent is their cause a noble one? Use pages 55-65 for at least one of the pieces of evidence to support your answer. You can use evidence from other previous pages (7-53) as well.

**\*\*Hint: is their cause:**

- ☐ completely noble
- ☐ somewhat noble
- ☐ not noble at all
- ☐ noble because of ... , but not noble because of ...

Use this checklist to make sure your CRM meets all requirements:

- ☐ thesis statement that answers the question
- ☐ brief context introducing the text
- ☐ 2-3 pieces of quoted evidence from the play
- ☐ 1-3 sentences of analysis and explanation per quote
- ☐ a concluding statement

**WRITE RESPONSE IN BOX BELOW:**

The conspirators' intention is not noble because their plan involves killing the soon to be king and taking over Rome for power. Cassius wants to prevent Antony from seeking revenge on the conspirators by requesting, "Let Antony and Caesar fall together," (Shakespeare, 2.1. 174). Cassius believes he's preventing risks from happening by getting rid of anyone that has a chance of standing in their way to

| <i>Idea Development</i> |   |
|-------------------------|---|
| 5                       | <ul style="list-style-type: none"> <li>● Central idea/thesis is insightful and fully developed</li> <li>● Skillful selection and explanation of evidence and/or details</li> <li>● Skillful and/or subtle organization</li> </ul> |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• Rich expression of ideas</li> <li>• Full awareness of the task and mode</li> </ul>   |
| <b>4</b>                                   | <ul style="list-style-type: none"> <li>• Central idea/thesis is clear and well-developed</li> <li>• Effective selection and explanation of evidence and/or details</li> <li>• Effective organization</li> <li>• Clear expression of ideas</li> <li>• Full awareness of the task and mode</li> </ul>                   |
| <b>3</b>                                   | <ul style="list-style-type: none"> <li>• Central idea/thesis is general and moderately developed</li> <li>• Appropriate selection and explanation of evidence and/or details</li> <li>• Moderate organization</li> <li>• Adequate expression of ideas</li> <li>• Sufficient awareness of the task and mode</li> </ul> |
| <b>2</b>                                   | <ul style="list-style-type: none"> <li>• Central idea/thesis may be present and is somewhat developed</li> <li>• Limited selection and explanation of evidence and/or details</li> <li>• Limited organization</li> <li>• Basic expression of ideas</li> <li>• Partial awareness of the task and mode</li> </ul>       |
| <b>1</b>                                   | <ul style="list-style-type: none"> <li>• Central idea/thesis is not developed</li> <li>• Insufficient evidence and/or details</li> <li>• Minimal organization</li> <li>• Poor expression of ideas</li> <li>• Minimal awareness of the task and mode</li> </ul>  |
| <b>0</b>                                   | The response shows evidence the student has read the text, but does not address the question or incorrectly responds to the question.   |
| <b><i>Standard English Conventions</i></b> |   |
| <b>3</b>                                   | <ul style="list-style-type: none"> <li>• Consistent control of a variety of sentence structures relative to length of essay</li> <li>• Consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay</li> </ul>   |
| <b>2</b>                                   | <ul style="list-style-type: none"> <li>• Mostly consistent control of sentence structures relative to length of essay</li> <li>• Mostly consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay</li> </ul>  |
| <b>1</b>                                   | <ul style="list-style-type: none"> <li>• Little control and/or no variety in sentence structure and/or</li> <li>• Little control of grammar, usage, and mechanics relative to complexity and/or insufficient length</li> </ul>  |

|          |   |
|----------|---|
| <b>0</b> | Sentences are formed incorrectly with no control of grammar, usage, and mechanics and/or insufficient length. |
|----------|---|

*Julius Caesar: Close Reading Mastery (CRM)*

4.8

**Prompt:** To what extent is their cause a noble one? Use pages 55-65 for at least one of the pieces of evidence to support your answer. You can use evidence from other previous pages (7-53) as well.

**\*\*Hint: is their cause:**

- ☐ completely noble
- ☐ somewhat noble
- ☐ not noble at all
- ☐ noble because of ... , but not noble because of ...

Use this checklist to make sure your CRM meets all requirements:

- ☐ thesis statement that answers the question
- ☐ brief context introducing the text
- ☐ 2-3 pieces of quoted evidence from the play
- ☐ 1-3 sentences of analysis and explanation per quote
- ☐ a concluding statement

**WRITE RESPONSE IN BOX BELOW:**

Their cause was noble to an extent where they wanted to kill Caesar for the greater good, however, the conspirators wanted to go above and beyond and kill Antony as well. Already planned by Cassius, the conspirators and him came to an approval to kill Caesar under the impression that it would be done to avoid the Roman Republic turning into a monarchy. As Casca goes along with this plan, he is prepared to begin the plan as he announces, "Here, as I point my sword, the sun arises...."(Julius Caesar, 2.1, 57, 116). The phrase "sun arises" is suppose dto indicate a new beginning of saving Rome. But,

| <i>Idea Development</i> |   |
|-------------------------|---|
| 5                       | <ul style="list-style-type: none"> <li>Central idea/thesis is insightful and fully developed</li> </ul> |

|                                     |   |
|-------------------------------------|---|
|                                     | <ul style="list-style-type: none"> <li>● Skillful selection and explanation of evidence and/or details</li> <li>● Skillful and/or subtle organization</li> <li>● Rich expression of ideas</li> <li>● Full awareness of the task and mode</li> </ul>   |
| 4                                   | <ul style="list-style-type: none"> <li>● Central idea/thesis is clear and well-developed</li> <li>● Effective selection and explanation of evidence and/or details</li> <li>● Effective organization</li> <li>● Clear expression of ideas</li> <li>● Full awareness of the task and mode</li> </ul>                   |
| 3                                   | <ul style="list-style-type: none"> <li>● Central idea/thesis is general and moderately developed</li> <li>● Appropriate selection and explanation of evidence and/or details</li> <li>● Moderate organization</li> <li>● Adequate expression of ideas</li> <li>● Sufficient awareness of the task and mode</li> </ul> |
| 2                                   | <ul style="list-style-type: none"> <li>● Central idea/thesis may be present and is somewhat developed</li> <li>● Limited selection and explanation of evidence and/or details</li> <li>● Limited organization</li> <li>● Basic expression of ideas</li> <li>● Partial awareness of the task and mode</li> </ul>       |
| 1                                   | <ul style="list-style-type: none"> <li>● Central idea/thesis is not developed</li> <li>● Insufficient evidence and/or details</li> <li>● Minimal organization</li> <li>● Poor expression of ideas</li> <li>● Minimal awareness of the task and mode</li> </ul>  |
| 0                                   | The response shows evidence the student has read the text, but does not address the question or incorrectly responds to the question.   |
| <b>Standard English Conventions</b> |   |
| 3                                   | <ul style="list-style-type: none"> <li>● Consistent control of a variety of sentence structures relative to length of essay</li> <li>● Consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay</li> </ul>   |
| 2                                   | <ul style="list-style-type: none"> <li>● Mostly consistent control of sentence structures relative to length of essay</li> <li>● Mostly consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay</li> </ul>  |
| 1                                   | <ul style="list-style-type: none"> <li>● Little control and/or no variety in sentence structure and/or</li> <li>● Little control of grammar, usage, and mechanics relative to complexity and/or</li> </ul>  |

|          |   |
|----------|---|
|          | insufficient length   |
| <b>0</b> | Sentences are formed incorrectly with no control of grammar, usage, and mechanics and/or insufficient length. |

*Julius Caesar: Close Reading Mastery (CRM)*

4.8

**Prompt:** To what extent is their cause a noble one? Use pages 55-65 for at least one of the pieces of evidence to support your answer. You can use evidence from other previous pages (7-53) as well.

**\*\*Hint: is their cause:**

- ☐ completely noble
- ☐ somewhat noble
- ☐ not noble at all
- ☐ noble because of ... , but not noble because of ...

Use this checklist to make sure your CRM meets all requirements:

- ☐ thesis statement that answers the question
- ☐ brief context introducing the text
- ☐ 2-3 pieces of quoted evidence from the play
- ☐ 1-3 sentences of analysis and explanation per quote
- ☐ a concluding statement

**WRITE RESPONSE IN BOX BELOW:**

Their cause was noble to an extent where they wanted to kill Caesar for the greater good, however, the conspirators wanted to go above and beyond and kill Antony as well. Already planned by Cassius, the conspirators and him came to an approval to kill Caesar under the impression that it would be done to avoid the Roman Republic turning into a monarchy. As Casca goes along with this plan, he is prepared to begin the plan as he announces, "Here, as I point my sword, the sun arises...."(Julius Caesar, 2.1, 57, 116). The phrase "sun arises" is suppose dto indicate a new beginning of saving Rome. But,

| <i>Idea Development</i> |   |
|-------------------------|---|
| 5                       | <ul style="list-style-type: none"> <li>Central idea/thesis is insightful and fully developed</li> </ul> |



|                                     |   |
|-------------------------------------|---|
|                                     | <ul style="list-style-type: none"> <li>● Skillful selection and explanation of evidence and/or details</li> <li>● Skillful and/or subtle organization</li> <li>● Rich expression of ideas</li> <li>● Full awareness of the task and mode</li> </ul>   |
| 4                                   | <ul style="list-style-type: none"> <li>● Central idea/thesis is clear and well-developed</li> <li>● Effective selection and explanation of evidence and/or details</li> <li>● Effective organization</li> <li>● Clear expression of ideas</li> <li>● Full awareness of the task and mode</li> </ul>                   |
| 3                                   | <ul style="list-style-type: none"> <li>● Central idea/thesis is general and moderately developed</li> <li>● Appropriate selection and explanation of evidence and/or details</li> <li>● Moderate organization</li> <li>● Adequate expression of ideas</li> <li>● Sufficient awareness of the task and mode</li> </ul> |
| 2                                   | <ul style="list-style-type: none"> <li>● Central idea/thesis may be present and is somewhat developed</li> <li>● Limited selection and explanation of evidence and/or details</li> <li>● Limited organization</li> <li>● Basic expression of ideas</li> <li>● Partial awareness of the task and mode</li> </ul>       |
| 1                                   | <ul style="list-style-type: none"> <li>● Central idea/thesis is not developed</li> <li>● Insufficient evidence and/or details</li> <li>● Minimal organization</li> <li>● Poor expression of ideas</li> <li>● Minimal awareness of the task and mode</li> </ul>  |
| 0                                   | The response shows evidence the student has read the text, but does not address the question or incorrectly responds to the question.   |
| <b>Standard English Conventions</b> |   |
| 3                                   | <ul style="list-style-type: none"> <li>● Consistent control of a variety of sentence structures relative to length of essay</li> <li>● Consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay</li> </ul>   |
| 2                                   | <ul style="list-style-type: none"> <li>● Mostly consistent control of sentence structures relative to length of essay</li> <li>● Mostly consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay</li> </ul>  |
| 1                                   | <ul style="list-style-type: none"> <li>● Little control and/or no variety in sentence structure and/or</li> <li>● Little control of grammar, usage, and mechanics relative to complexity and/or</li> </ul>  |

|          |   |
|----------|---|
|          | insufficient length   |
| <b>0</b> | Sentences are formed incorrectly with no control of grammar, usage, and mechanics and/or insufficient length. |

*Julius Caesar: Close Reading Mastery (CRM)*

4.8

**Prompt:** To what extent is their cause a noble one? Use pages 55-65 for at least one of the pieces of evidence to support your answer. You can use evidence from other previous pages (7-53) as well.

**\*\*Hint: is their cause:**

- ☐ completely noble
- ☐ somewhat noble
- ☐ not noble at all
- ☐ noble because of ... , but not noble because of ...

Use this checklist to make sure your CRM meets all requirements:

- ☐ thesis statement that answers the question
- ☐ brief context introducing the text
- ☐ 2-3 pieces of quoted evidence from the play
- ☐ 1-3 sentences of analysis and explanation per quote
- ☐ a concluding statement

**WRITE RESPONSE IN BOX BELOW:**

Their cause for killing Caesar is somewhat noble because they are saving Rome from a monarchy but are beginning to think irrationally. As the conspirators are talking about the plan, they mention killing Antony because, "Mark Antony, so well beloved Caesar" (Shakespeare, 61.169). Meaning that they wanted to kill Antony as well because he is Caesar's sidekick, however this is not noble thinking because they have admitted that Antony is nothing without Caesar meaning that there is no purpose in killing Antony since he will not have any power afterwards. Then moving forward Brutus disagree with this idea and says, "For Antony is but a limb of Caesar." (pg 61). He is saying this because he is thinking reasonably and not letting the conspirators' emotions and irrational thoughts get ahead of them.

*Idea Development*

|  |   |
|--|---|
| 5  | <ul style="list-style-type: none"> <li>● Central idea/thesis is insightful and fully developed</li> <li>● Skillful selection and explanation of evidence and/or details</li> <li>● Skillful and/or subtle organization</li> <li>● Rich expression of ideas</li> <li>● Full awareness of the task and mode</li> </ul>  |
| 4  | <ul style="list-style-type: none"> <li>● Central idea/thesis is clear and well-developed</li> <li>● Effective selection and explanation of evidence and/or details</li> <li>● Effective organization</li> <li>● Clear expression of ideas</li> <li>● Full awareness of the task and mode</li> </ul>                   |
| 3  | <ul style="list-style-type: none"> <li>● Central idea/thesis is general and moderately developed</li> <li>● Appropriate selection and explanation of evidence and/or details</li> <li>● Moderate organization</li> <li>● Adequate expression of ideas</li> <li>● Sufficient awareness of the task and mode</li> </ul> |
| 2  | <ul style="list-style-type: none"> <li>● Central idea/thesis may be present and is somewhat developed</li> <li>● Limited selection and explanation of evidence and/or details</li> <li>● Limited organization</li> <li>● Basic expression of ideas</li> <li>● Partial awareness of the task and mode</li> </ul>       |
| 1  | <ul style="list-style-type: none"> <li>● Central idea/thesis is not developed</li> <li>● Insufficient evidence and/or details</li> <li>● Minimal organization</li> <li>● Poor expression of ideas</li> <li>● Minimal awareness of the task and mode</li> </ul>  |
| 0  | The response shows evidence the student has read the text, but does not address the question or incorrectly responds to the question.   |
| <b><i>Standard English Conventions</i></b> |   |
| 3  | <ul style="list-style-type: none"> <li>● Consistent control of a variety of sentence structures relative to length of essay</li> <li>● Consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay</li> </ul>   |
| 2  | <ul style="list-style-type: none"> <li>● Mostly consistent control of sentence structures relative to length of essay</li> <li>● Mostly consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay</li> </ul>  |
| 1  | <ul style="list-style-type: none"> <li>● Little control and/or no variety in sentence structure and/or</li> </ul>   |

|          |   |
|----------|---|
|          | <ul style="list-style-type: none"><li>• Little control of grammar, usage, and mechanics relative to complexity and/or insufficient length</li></ul> |
| <b>0</b> | Sentences are formed incorrectly with no control of grammar, usage, and mechanics and/or insufficient length.                                       |

*Julius Caesar: Close Reading Mastery (CRM)*

4.8

**Prompt:** To what extent is their cause a noble one? Use pages 55-65 for at least one of the pieces of evidence to support your answer. You can use evidence from other previous pages (7-53) as well.

**\*\*Hint: is their cause:**

- ☐ completely noble
- ☐ somewhat noble
- ☐ not noble at all
- ☐ noble because of ... , but not noble because of ...

Use this checklist to make sure your CRM meets all requirements:

- ☐ thesis statement that answers the question
- ☐ brief context introducing the text
- ☐ 2-3 pieces of quoted evidence from the play
- ☐ 1-3 sentences of analysis and explanation per quote
- ☐ a concluding statement

**WRITE RESPONSE IN BOX BELOW:**

The conspirators' intention is not noble because their plan involves killing the soon to be king and taking over Rome for power. Cassius wants to prevent Antony from seeking revenge on the conspirators by requesting, "Let Antony and Caesar fall together," (Shakespeare, 2.1. 174). Cassius believes he's preventing risks from happening by getting rid of anyone that has a chance of standing in their way to

| <i>Idea Development</i> |   |
|-------------------------|---|
| 5                       | <ul style="list-style-type: none"> <li>● Central idea/thesis is insightful and fully developed</li> <li>● Skillful selection and explanation of evidence and/or details</li> <li>● Skillful and/or subtle organization</li> </ul> |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• Rich expression of ideas</li> <li>• Full awareness of the task and mode</li> </ul>   |
| <b>4</b>                                   | <ul style="list-style-type: none"> <li>• Central idea/thesis is clear and well-developed</li> <li>• Effective selection and explanation of evidence and/or details</li> <li>• Effective organization</li> <li>• Clear expression of ideas</li> <li>• Full awareness of the task and mode</li> </ul>                   |
| <b>3</b>                                   | <ul style="list-style-type: none"> <li>• Central idea/thesis is general and moderately developed</li> <li>• Appropriate selection and explanation of evidence and/or details</li> <li>• Moderate organization</li> <li>• Adequate expression of ideas</li> <li>• Sufficient awareness of the task and mode</li> </ul> |
| <b>2</b>                                   | <ul style="list-style-type: none"> <li>• Central idea/thesis may be present and is somewhat developed</li> <li>• Limited selection and explanation of evidence and/or details</li> <li>• Limited organization</li> <li>• Basic expression of ideas</li> <li>• Partial awareness of the task and mode</li> </ul>       |
| <b>1</b>                                   | <ul style="list-style-type: none"> <li>• Central idea/thesis is not developed</li> <li>• Insufficient evidence and/or details</li> <li>• Minimal organization</li> <li>• Poor expression of ideas</li> <li>• Minimal awareness of the task and mode</li> </ul>  |
| <b>0</b>                                   | The response shows evidence the student has read the text, but does not address the question or incorrectly responds to the question.   |
| <b><i>Standard English Conventions</i></b> |   |
| <b>3</b>                                   | <ul style="list-style-type: none"> <li>• Consistent control of a variety of sentence structures relative to length of essay</li> <li>• Consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay</li> </ul>   |
| <b>2</b>                                   | <ul style="list-style-type: none"> <li>• Mostly consistent control of sentence structures relative to length of essay</li> <li>• Mostly consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay</li> </ul>  |
| <b>1</b>                                   | <ul style="list-style-type: none"> <li>• Little control and/or no variety in sentence structure and/or</li> <li>• Little control of grammar, usage, and mechanics relative to complexity and/or insufficient length</li> </ul>  |

|          |   |
|----------|---|
| <b>0</b> | Sentences are formed incorrectly with no control of grammar, usage, and mechanics and/or insufficient length. |
|----------|---|



*Julius Caesar: Close Reading Mastery (CRM)*

4.8

**Prompt:** To what extent is their cause a noble one? Use pages 55-65 for at least one of the pieces of evidence to support your answer. You can use evidence from other previous pages (7-53) as well.

**\*\*Hint: is their cause:**

- ☐ completely noble
- ☐ somewhat noble
- ☐ not noble at all
- ☐ noble because of ... , but not noble because of ...

Use this checklist to make sure your CRM meets all requirements:

- ☐ thesis statement that answers the question
- ☐ brief context introducing the text
- ☐ 2-3 pieces of quoted evidence from the play
- ☐ 1-3 sentences of analysis and explanation per quote
- ☐ a concluding statement

**WRITE RESPONSE IN BOX BELOW:**

The conspirators' cause to save Rome is a somewhat noble cause because they want to save Rome from tyranny, but they are spilling unnecessary blood to do that. In the beginning the conspirator's were just planning to take down Caesar because he was going to end up becoming a tyrant like when Cassius says, " And why should Caesar be a tyrant, then?... So a vile thing as Caesar" (Line 109-115 pg 41 Shakespeare). Their cause in the beginning is a Noble cause because they were only going to take down Caesar, because of all the power he was gaining from getting named dictator for life. So taking down Caesar to save Rome would have been Noble because the conspirator's don't want Rome to fall into a dictatorship again so taking down Caesar would be the only thing to stop that.

*Idea Development*

|  |   |
|--|---|
| 5  | <ul style="list-style-type: none"> <li>● Central idea/thesis is insightful and fully developed</li> <li>● Skillful selection and explanation of evidence and/or details</li> <li>● Skillful and/or subtle organization</li> <li>● Rich expression of ideas</li> <li>● Full awareness of the task and mode</li> </ul>  |
| 4  | <ul style="list-style-type: none"> <li>● Central idea/thesis is clear and well-developed</li> <li>● Effective selection and explanation of evidence and/or details</li> <li>● Effective organization</li> <li>● Clear expression of ideas</li> <li>● Full awareness of the task and mode</li> </ul>                   |
| 3  | <ul style="list-style-type: none"> <li>● Central idea/thesis is general and moderately developed</li> <li>● Appropriate selection and explanation of evidence and/or details</li> <li>● Moderate organization</li> <li>● Adequate expression of ideas</li> <li>● Sufficient awareness of the task and mode</li> </ul> |
| 2  | <ul style="list-style-type: none"> <li>● Central idea/thesis may be present and is somewhat developed</li> <li>● Limited selection and explanation of evidence and/or details</li> <li>● Limited organization</li> <li>● Basic expression of ideas</li> <li>● Partial awareness of the task and mode</li> </ul>       |
| 1  | <ul style="list-style-type: none"> <li>● Central idea/thesis is not developed</li> <li>● Insufficient evidence and/or details</li> <li>● Minimal organization</li> <li>● Poor expression of ideas</li> <li>● Minimal awareness of the task and mode</li> </ul>  |
| 0  | The response shows evidence the student has read the text, but does not address the question or incorrectly responds to the question.   |
| <b><i>Standard English Conventions</i></b> |   |
| 3  | <ul style="list-style-type: none"> <li>● Consistent control of a variety of sentence structures relative to length of essay</li> <li>● Consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay</li> </ul>   |
| 2  | <ul style="list-style-type: none"> <li>● Mostly consistent control of sentence structures relative to length of essay</li> <li>● Mostly consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay</li> </ul>  |
| 1  | <ul style="list-style-type: none"> <li>● Little control and/or no variety in sentence structure and/or</li> </ul>   |

|          |   |
|----------|---|
|          | <ul style="list-style-type: none"><li>• Little control of grammar, usage, and mechanics relative to complexity and/or insufficient length</li></ul> |
| <b>0</b> | Sentences are formed incorrectly with no control of grammar, usage, and mechanics and/or insufficient length.                                       |

*Julius Caesar: Close Reading Mastery (CRM)*

4.8

**Prompt:** To what extent is their cause a noble one? Use pages 55-65 for at least one of the pieces of evidence to support your answer. You can use evidence from other previous pages (7-53) as well.

**\*\*Hint: is their cause:**

- ☐ completely noble
- ☐ somewhat noble
- ☐ not noble at all
- ☐ noble because of ... , but not noble because of ...

Use this checklist to make sure your CRM meets all requirements:

- ☐ thesis statement that answers the question
- ☐ brief context introducing the text
- ☐ 2-3 pieces of quoted evidence from the play
- ☐ 1-3 sentences of analysis and explanation per quote
- ☐ a concluding statement

**WRITE RESPONSE IN BOX BELOW:**

The cause is completely normal in many different ways. Pages 55-65 is showing to us many ways that the conspirators are thinking of taking out Caesar, and in their eyes it's the right decision, however some of the conspirators think chaos, and don't think responsibly, which shows that their thinking was not noble. In (shakespeare, Act 2, scene 2, lines 174 cassius says " Let antony and caesar fall together." This shows how they are not thinking noble wise, because he believes that they should kill Caesar's friend, which is not thinking with responsibility and not reasonable. However Brutus does think nobly because he is the reason to change their mind to not killing Antony. In (shakespeare, act2, scene 2, lines 178 brutus says " Antony is but a limb of caesar." This shows how Brutus is thinking with integrity and honor, and did not want to add more blood to the scene and keep it a good deed.

| <b><i>Idea Development</i></b>             |   |
|--|---|
| <b>5</b>                                   | <ul style="list-style-type: none"> <li>● Central idea/thesis is insightful and fully developed</li> <li>● Skillful selection and explanation of evidence and/or details</li> <li>● Skillful and/or subtle organization</li> <li>● Rich expression of ideas</li> <li>● Full awareness of the task and mode</li> </ul>  |
| <b>4</b>                                   | <ul style="list-style-type: none"> <li>● Central idea/thesis is clear and well-developed</li> <li>● Effective selection and explanation of evidence and/or details</li> <li>● Effective organization</li> <li>● Clear expression of ideas</li> <li>● Full awareness of the task and mode</li> </ul>                   |
| <b>3</b>                                   | <ul style="list-style-type: none"> <li>● Central idea/thesis is general and moderately developed</li> <li>● Appropriate selection and explanation of evidence and/or details</li> <li>● Moderate organization</li> <li>● Adequate expression of ideas</li> <li>● Sufficient awareness of the task and mode</li> </ul> |
| <b>2</b>                                   | <ul style="list-style-type: none"> <li>● Central idea/thesis may be present and is somewhat developed</li> <li>● Limited selection and explanation of evidence and/or details</li> <li>● Limited organization</li> <li>● Basic expression of ideas</li> <li>● Partial awareness of the task and mode</li> </ul>       |
| <b>1</b>                                   | <ul style="list-style-type: none"> <li>● Central idea/thesis is not developed</li> <li>● Insufficient evidence and/or details</li> <li>● Minimal organization</li> <li>● Poor expression of ideas</li> <li>● Minimal awareness of the task and mode</li> </ul>  |
| <b>0</b>                                   | The response shows evidence the student has read the text, but does not address the question or incorrectly responds to the question.   |
| <b><i>Standard English Conventions</i></b> |   |
| <b>3</b>                                   | <ul style="list-style-type: none"> <li>● Consistent control of a variety of sentence structures relative to length of essay</li> <li>● Consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay</li> </ul>   |
| <b>2</b>                                   | <ul style="list-style-type: none"> <li>● Mostly consistent control of sentence structures relative to length of essay</li> <li>● Mostly consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay</li> </ul>  |

|          |   |
|----------|---|
| <b>1</b> | <ul style="list-style-type: none"><li>• Little control and/or no variety in sentence structure and/or</li><li>• Little control of grammar, usage, and mechanics relative to complexity and/or insufficient length</li></ul> |
| <b>0</b> | Sentences are formed incorrectly with no control of grammar, usage, and mechanics and/or insufficient length.   |

*Julius Caesar: Close Reading Mastery (CRM)*

4.8

**Prompt:** To what extent is their cause a noble one? Use pages 55-65 for at least one of the pieces of evidence to support your answer. You can use evidence from other previous pages (7-53) as well.

**\*\*Hint: is their cause:**

- ☐ completely noble
- ☐ somewhat noble
- ☐ not noble at all
- ☐ noble because of ... , but not noble because of ...

Use this checklist to make sure your CRM meets all requirements:

- ☐ thesis statement that answers the question
- ☐ brief context introducing the text
- ☐ 2-3 pieces of quoted evidence from the play
- ☐ 1-3 sentences of analysis and explanation per quote
- ☐ a concluding statement

**WRITE RESPONSE IN BOX BELOW:**

The cause is completely normal in many different ways. Pages 55-65 is showing to us many ways that the conspirators are thinking of taking out Caesar, and in their eyes it's the right decision, however some of the conspirators think chaos, and don't think responsibly, which shows that their thinking was not noble. In (shakespeare, Act 2, scene 2, lines 174 cassius says " Let antony and caesar fall together." This shows how they are not thinking noble wise, because he believes that they should kill Caesar's friend, which is not thinking with responsibility and not reasonable. However Brutus does think nobly because he is the reason to change their mind to not killing Antony. In (shakespeare, act2, scene 2, lines 178 brutus says " Antony is but a limb of caesar." This shows how Brutus is thinking with integrity and honor, and did not want to add more blood to the scene and keep it a good deed.

| <b><i>Idea Development</i></b>             |   |
|--|---|
| <b>5</b>                                   | <ul style="list-style-type: none"> <li>● Central idea/thesis is insightful and fully developed</li> <li>● Skillful selection and explanation of evidence and/or details</li> <li>● Skillful and/or subtle organization</li> <li>● Rich expression of ideas</li> <li>● Full awareness of the task and mode</li> </ul>  |
| <b>4</b>                                   | <ul style="list-style-type: none"> <li>● Central idea/thesis is clear and well-developed</li> <li>● Effective selection and explanation of evidence and/or details</li> <li>● Effective organization</li> <li>● Clear expression of ideas</li> <li>● Full awareness of the task and mode</li> </ul>                   |
| <b>3</b>                                   | <ul style="list-style-type: none"> <li>● Central idea/thesis is general and moderately developed</li> <li>● Appropriate selection and explanation of evidence and/or details</li> <li>● Moderate organization</li> <li>● Adequate expression of ideas</li> <li>● Sufficient awareness of the task and mode</li> </ul> |
| <b>2</b>                                   | <ul style="list-style-type: none"> <li>● Central idea/thesis may be present and is somewhat developed</li> <li>● Limited selection and explanation of evidence and/or details</li> <li>● Limited organization</li> <li>● Basic expression of ideas</li> <li>● Partial awareness of the task and mode</li> </ul>       |
| <b>1</b>                                   | <ul style="list-style-type: none"> <li>● Central idea/thesis is not developed</li> <li>● Insufficient evidence and/or details</li> <li>● Minimal organization</li> <li>● Poor expression of ideas</li> <li>● Minimal awareness of the task and mode</li> </ul>  |
| <b>0</b>                                   | The response shows evidence the student has read the text, but does not address the question or incorrectly responds to the question.   |
| <b><i>Standard English Conventions</i></b> |   |
| <b>3</b>                                   | <ul style="list-style-type: none"> <li>● Consistent control of a variety of sentence structures relative to length of essay</li> <li>● Consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay</li> </ul>   |
| <b>2</b>                                   | <ul style="list-style-type: none"> <li>● Mostly consistent control of sentence structures relative to length of essay</li> <li>● Mostly consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay</li> </ul>  |



|          |   |
|----------|---|
| <b>1</b> | <ul style="list-style-type: none"><li>● Little control and/or no variety in sentence structure and/or</li><li>● Little control of grammar, usage, and mechanics relative to complexity and/or insufficient length</li></ul> |
| <b>0</b> | Sentences are formed incorrectly with no control of grammar, usage, and mechanics and/or insufficient length.   |

*Julius Caesar: Close Reading Mastery (CRM)*

4.8

**Prompt:** To what extent is their cause a noble one? Use pages 55-65 for at least one of the pieces of evidence to support your answer. You can use evidence from other previous pages (7-53) as well.

**\*\*Hint: is their cause:**

- ☐ completely noble
- ☐ somewhat noble
- ☐ not noble at all
- ☐ noble because of ... , but not noble because of ...

Use this checklist to make sure your CRM meets all requirements:

- ☐ thesis statement that answers the question
- ☐ brief context introducing the text
- ☐ 2-3 pieces of quoted evidence from the play
- ☐ 1-3 sentences of analysis and explanation per quote
- ☐ a concluding statement

**WRITE RESPONSE IN BOX BELOW:**

The conspiracy's cause is noble to a little extent due to Brutus being the only one willing to kill Caesar for the sake of Rome. The conspiracies starts to debate whether to also assassinate Antony or not, so Brutus answers them "our course will seem too bloody...let's be sacrificers, but not butchers"(Shakespeare,2.1.175-179) With "bloody" and "butchers" he wants to indicate that he doesn' want to misdirect his actions. Their main focus is to save Rome from a future tyranny, but the others conspirators seem to not be acting for the same purpose because they discuss an unnecessary killing, as Antony is only a loyal friend of Caesar and is not connected to the Republic.Once they decided to not kill Antony, Brutus advises "Let not our looks put on our purpose, / but bear it"(Shakespeare,2.1.244-245) Brutus wants them to not look as if they are going to do some bad actions, as they previously hid their faces. In his eyes they are doing the better for Rome, but just by him having to tell them that they don't think the same as him.

| <b><i>Idea Development</i></b>             |   |
|--|---|
| <b>5</b>                                   | <ul style="list-style-type: none"> <li>● Central idea/thesis is insightful and fully developed</li> <li>● Skillful selection and explanation of evidence and/or details</li> <li>● Skillful and/or subtle organization</li> <li>● Rich expression of ideas</li> <li>● Full awareness of the task and mode</li> </ul>  |
| <b>4</b>                                   | <ul style="list-style-type: none"> <li>● Central idea/thesis is clear and well-developed</li> <li>● Effective selection and explanation of evidence and/or details</li> <li>● Effective organization</li> <li>● Clear expression of ideas</li> <li>● Full awareness of the task and mode</li> </ul>                   |
| <b>3</b>                                   | <ul style="list-style-type: none"> <li>● Central idea/thesis is general and moderately developed</li> <li>● Appropriate selection and explanation of evidence and/or details</li> <li>● Moderate organization</li> <li>● Adequate expression of ideas</li> <li>● Sufficient awareness of the task and mode</li> </ul> |
| <b>2</b>                                   | <ul style="list-style-type: none"> <li>● Central idea/thesis may be present and is somewhat developed</li> <li>● Limited selection and explanation of evidence and/or details</li> <li>● Limited organization</li> <li>● Basic expression of ideas</li> <li>● Partial awareness of the task and mode</li> </ul>       |
| <b>1</b>                                   | <ul style="list-style-type: none"> <li>● Central idea/thesis is not developed</li> <li>● Insufficient evidence and/or details</li> <li>● Minimal organization</li> <li>● Poor expression of ideas</li> <li>● Minimal awareness of the task and mode</li> </ul>  |
| <b>0</b>                                   | The response shows evidence the student has read the text, but does not address the question or incorrectly responds to the question.   |
| <b><i>Standard English Conventions</i></b> |   |
| <b>3</b>                                   | <ul style="list-style-type: none"> <li>● Consistent control of a variety of sentence structures relative to length of essay</li> <li>● Consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay</li> </ul>   |
| <b>2</b>                                   | <ul style="list-style-type: none"> <li>● Mostly consistent control of sentence structures relative to length of essay</li> <li>● Mostly consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay</li> </ul>  |

|          |   |
|----------|---|
| <b>1</b> | <ul style="list-style-type: none"><li>● Little control and/or no variety in sentence structure and/or</li><li>● Little control of grammar, usage, and mechanics relative to complexity and/or insufficient length</li></ul> |
| <b>0</b> | Sentences are formed incorrectly with no control of grammar, usage, and mechanics and/or insufficient length.   |

*Julius Caesar: Close Reading Mastery (CRM)*

4.8

**Prompt:** To what extent is their cause a noble one? Use pages 55-65 for at least one of the pieces of evidence to support your answer. You can use evidence from other previous pages (7-53) as well.

**\*\*Hint: is their cause:**

- ☐ completely noble
- ☐ somewhat noble
- ☐ not noble at all
- ☐ noble because of ... , but not noble because of ...

Use this checklist to make sure your CRM meets all requirements:

- ☐ thesis statement that answers the question
- ☐ brief context introducing the text
- ☐ 2-3 pieces of quoted evidence from the play
- ☐ 1-3 sentences of analysis and explanation per quote
- ☐ a concluding statement

**WRITE RESPONSE IN BOX BELOW:**

The extent to which their cause is noble can be portrayed as somewhat noble. From the beginning of the play, Cassius had wanted to kill Caesar based on his own opinion and bias. Early on in the play, Rome had experienced harsh weather that was unnatural. Cassius had tried to explain to Casca that, "That thunders, lightens, open graves, and roars/As doth the lion in the Capitol;/A man no mightier than thyself or me." (Shakespeare, 1.3. 76-79). Rome had never really experienced unnatural weathers, but by Cassius referring to the cause being someone who believes is in higher power than them, he is suggesting that Caesar was the cause of Rome's downfall. This also suggests that Cassius could be jealous of the power that Caesar would attain. However, the cause to kill Caesar is still somewhat noble. As the conspirators had finalized their plan,

*Idea Development*

|  |   |
|--|---|
| 5  | <ul style="list-style-type: none"> <li>● Central idea/thesis is insightful and fully developed</li> <li>● Skillful selection and explanation of evidence and/or details</li> <li>● Skillful and/or subtle organization</li> <li>● Rich expression of ideas</li> <li>● Full awareness of the task and mode</li> </ul>  |
| 4  | <ul style="list-style-type: none"> <li>● Central idea/thesis is clear and well-developed</li> <li>● Effective selection and explanation of evidence and/or details</li> <li>● Effective organization</li> <li>● Clear expression of ideas</li> <li>● Full awareness of the task and mode</li> </ul>                   |
| 3  | <ul style="list-style-type: none"> <li>● Central idea/thesis is general and moderately developed</li> <li>● Appropriate selection and explanation of evidence and/or details</li> <li>● Moderate organization</li> <li>● Adequate expression of ideas</li> <li>● Sufficient awareness of the task and mode</li> </ul> |
| 2  | <ul style="list-style-type: none"> <li>● Central idea/thesis may be present and is somewhat developed</li> <li>● Limited selection and explanation of evidence and/or details</li> <li>● Limited organization</li> <li>● Basic expression of ideas</li> <li>● Partial awareness of the task and mode</li> </ul>       |
| 1  | <ul style="list-style-type: none"> <li>● Central idea/thesis is not developed</li> <li>● Insufficient evidence and/or details</li> <li>● Minimal organization</li> <li>● Poor expression of ideas</li> <li>● Minimal awareness of the task and mode</li> </ul>  |
| 0  | The response shows evidence the student has read the text, but does not address the question or incorrectly responds to the question.   |
| <b><i>Standard English Conventions</i></b> |   |
| 3  | <ul style="list-style-type: none"> <li>● Consistent control of a variety of sentence structures relative to length of essay</li> <li>● Consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay</li> </ul>   |
| 2  | <ul style="list-style-type: none"> <li>● Mostly consistent control of sentence structures relative to length of essay</li> <li>● Mostly consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay</li> </ul>  |
| 1  | <ul style="list-style-type: none"> <li>● Little control and/or no variety in sentence structure and/or</li> </ul>   |

|          |   |
|----------|---|
|          | <ul style="list-style-type: none"><li>• Little control of grammar, usage, and mechanics relative to complexity and/or insufficient length</li></ul> |
| <b>0</b> | Sentences are formed incorrectly with no control of grammar, usage, and mechanics and/or insufficient length.                                       |

*Julius Caesar: Close Reading Mastery (CRM)*

4.8

**Prompt:** To what extent is their cause a noble one? Use pages 55-65 for at least one of the pieces of evidence to support your answer. You can use evidence from other previous pages (7-53) as well.

**\*\*Hint: is their cause:**

- ☐ completely noble
- ☐ somewhat noble
- ☐ not noble at all
- ☐ noble because of ... , but not noble because of ...

Use this checklist to make sure your CRM meets all requirements:

- ☐ thesis statement that answers the question
- ☐ brief context introducing the text
- ☐ 2-3 pieces of quoted evidence from the play
- ☐ 1-3 sentences of analysis and explanation per quote
- ☐ a concluding statement

**WRITE RESPONSE IN BOX BELOW:**

The extent to which their cause is noble can be portrayed as somewhat noble. From the beginning of the play, Cassius had wanted to kill Caesar based on his own opinion and bias. Early on in the play, Rome had experienced harsh weather that was unnatural. Cassius had tried to explain to Casca that, "That thunders, lightens, open graves, and roars/As doth the lion in the Capitol;/A man no mightier than thyself or me." (Shakespeare, 1.3. 76-79). Rome had never really experienced unnatural weathers, but by Cassius referring to the cause being someone who believes is in higher power than them, he is suggesting that Caesar was the cause of Rome's downfall. This also suggests that Cassius could be jealous of the power that Caesar would attain. However, the cause to kill Caesar is still somewhat noble. As the conspirators had finalized their plan,

*Idea Development*



|  |   |
|--|---|
| 5  | <ul style="list-style-type: none"> <li>● Central idea/thesis is insightful and fully developed</li> <li>● Skillful selection and explanation of evidence and/or details</li> <li>● Skillful and/or subtle organization</li> <li>● Rich expression of ideas</li> <li>● Full awareness of the task and mode</li> </ul>  |
| 4  | <ul style="list-style-type: none"> <li>● Central idea/thesis is clear and well-developed</li> <li>● Effective selection and explanation of evidence and/or details</li> <li>● Effective organization</li> <li>● Clear expression of ideas</li> <li>● Full awareness of the task and mode</li> </ul>                   |
| 3  | <ul style="list-style-type: none"> <li>● Central idea/thesis is general and moderately developed</li> <li>● Appropriate selection and explanation of evidence and/or details</li> <li>● Moderate organization</li> <li>● Adequate expression of ideas</li> <li>● Sufficient awareness of the task and mode</li> </ul> |
| 2  | <ul style="list-style-type: none"> <li>● Central idea/thesis may be present and is somewhat developed</li> <li>● Limited selection and explanation of evidence and/or details</li> <li>● Limited organization</li> <li>● Basic expression of ideas</li> <li>● Partial awareness of the task and mode</li> </ul>       |
| 1  | <ul style="list-style-type: none"> <li>● Central idea/thesis is not developed</li> <li>● Insufficient evidence and/or details</li> <li>● Minimal organization</li> <li>● Poor expression of ideas</li> <li>● Minimal awareness of the task and mode</li> </ul>  |
| 0  | The response shows evidence the student has read the text, but does not address the question or incorrectly responds to the question.   |
| <b><i>Standard English Conventions</i></b> |   |
| 3  | <ul style="list-style-type: none"> <li>● Consistent control of a variety of sentence structures relative to length of essay</li> <li>● Consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay</li> </ul>   |
| 2  | <ul style="list-style-type: none"> <li>● Mostly consistent control of sentence structures relative to length of essay</li> <li>● Mostly consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay</li> </ul>  |
| 1  | <ul style="list-style-type: none"> <li>● Little control and/or no variety in sentence structure and/or</li> </ul>   |

|          |   |
|----------|---|
|          | <ul style="list-style-type: none"><li>• Little control of grammar, usage, and mechanics relative to complexity and/or insufficient length</li></ul> |
| <b>0</b> | Sentences are formed incorrectly with no control of grammar, usage, and mechanics and/or insufficient length.                                       |

*Julius Caesar: Close Reading Mastery (CRM)*

4.8

**Prompt:** To what extent is their cause a noble one? Use pages 55-65 for at least one of the pieces of evidence to support your answer. You can use evidence from other previous pages (7-53) as well.

**\*\*Hint: is their cause:**

- ☐ completely noble
- ☐ somewhat noble
- ☐ not noble at all
- ☐ noble because of ... , but not noble because of ...

Use this checklist to make sure your CRM meets all requirements:

- ☐ thesis statement that answers the question
- ☐ brief context introducing the text
- ☐ 2-3 pieces of quoted evidence from the play
- ☐ 1-3 sentences of analysis and explanation per quote
- ☐ a concluding statement

**WRITE RESPONSE IN BOX BELOW:**

The cause of the conspirators, Cassius, and Brutus is somewhat a noble cause as they are all trying to do a good deed for Rome, but some are trying to do the opposite which is killing the innocent, Antony. As Brutus is hesitant about joining the plot of the conspirators and while reading the letter to join the plot, he finally decides that his decision towards joining would be best sufficient for Rome and mentions, "And therefore think him as a serpent's egg,/ Which, hatched, would, as his kind, grow/mischievous,/And kill him in the shell" (Shakespeare, 2.1, 33-36). Brutus finally awakening and coming to light on his decision to kill Caesar shows the nobility he has not just for himself but all of Rome because him and the conspirators are trying to prevent Rome from becoming a monarchy. The use of the word "serpent's egg" shows Brutus saying sooner or later, Caesar will "hatch" and become crowned resulting to him becoming king and turning a republic Rome to a monarchy. Throughout this whole plot on killing Caesar between Brutus and the conspirators, they go through a debate upon killing Caesar and Antony or just killing Antony as Cassius says, "Mark Antony, so well beloved of Caesar" (Shakespeare, 2.1, 169). This shows the conspirators and Cassius not showing their nobility because they believe that Antony could pose a threat while the whole time, Antony isn't a threat. Antony isn't a threat as he is only a friend of Caesar and always by his side so

killing him would be pointless and wrong.

| <b><i>Idea Development</i></b>             |   |
|--|---|
| <b>5</b>                                   | <ul style="list-style-type: none"> <li>● Central idea/thesis is insightful and fully developed</li> <li>● Skillful selection and explanation of evidence and/or details</li> <li>● Skillful and/or subtle organization</li> <li>● Rich expression of ideas</li> <li>● Full awareness of the task and mode</li> </ul>  |
| <b>4</b>                                   | <ul style="list-style-type: none"> <li>● Central idea/thesis is clear and well-developed</li> <li>● Effective selection and explanation of evidence and/or details</li> <li>● Effective organization</li> <li>● Clear expression of ideas</li> <li>● Full awareness of the task and mode</li> </ul>                   |
| <b>3</b>                                   | <ul style="list-style-type: none"> <li>● Central idea/thesis is general and moderately developed</li> <li>● Appropriate selection and explanation of evidence and/or details</li> <li>● Moderate organization</li> <li>● Adequate expression of ideas</li> <li>● Sufficient awareness of the task and mode</li> </ul> |
| <b>2</b>                                   | <ul style="list-style-type: none"> <li>● Central idea/thesis may be present and is somewhat developed</li> <li>● Limited selection and explanation of evidence and/or details</li> <li>● Limited organization</li> <li>● Basic expression of ideas</li> <li>● Partial awareness of the task and mode</li> </ul>       |
| <b>1</b>                                   | <ul style="list-style-type: none"> <li>● Central idea/thesis is not developed</li> <li>● Insufficient evidence and/or details</li> <li>● Minimal organization</li> <li>● Poor expression of ideas</li> <li>● Minimal awareness of the task and mode</li> </ul>  |
| <b>0</b>                                   | The response shows evidence the student has read the text, but does not address the question or incorrectly responds to the question.   |
| <b><i>Standard English Conventions</i></b> |   |
| <b>3</b>                                   | <ul style="list-style-type: none"> <li>● Consistent control of a variety of sentence structures relative to length of</li> </ul>  |

|          |  |
|----------|--|
|          | <p>essay</p> <ul style="list-style-type: none"> <li>• Consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay</li> </ul>   |
| <b>2</b> | <ul style="list-style-type: none"> <li>• Mostly consistent control of sentence structures relative to length of essay</li> <li>• Mostly consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay</li> </ul> |
| <b>1</b> | <ul style="list-style-type: none"> <li>• Little control and/or no variety in sentence structure and/or</li> <li>• Little control of grammar, usage, and mechanics relative to complexity and/or insufficient length</li> </ul>                       |
| <b>0</b> | Sentences are formed incorrectly with no control of grammar, usage, and mechanics and/or insufficient length.  |

*Julius Caesar: Close Reading Mastery (CRM)*

4.8

**Prompt:** To what extent is their cause a noble one? Use pages 55-65 for at least one of the pieces of evidence to support your answer. You can use evidence from other previous pages (7-53) as well.

**\*\*Hint: is their cause:**

- ☐ completely noble
- ☐ somewhat noble
- ☐ not noble at all
- ☐ noble because of ... , but not noble because of ...

Use this checklist to make sure your CRM meets all requirements:

- ☐ thesis statement that answers the question
- ☐ brief context introducing the text
- ☐ 2-3 pieces of quoted evidence from the play
- ☐ 1-3 sentences of analysis and explanation per quote
- ☐ a concluding statement

**WRITE RESPONSE IN BOX BELOW:**

The cause of the conspirators, Cassius, and Brutus is somewhat a noble cause as they are all trying to do a good deed for Rome, but some are trying to do the opposite which is killing the innocent, Antony. As Brutus is hesitant about joining the plot of the conspirators and while reading the letter to join the plot, he finally decides that his decision towards joining would be best sufficient for Rome and mentions, "And therefore think him as a serpent's egg,/ Which, hatched, would, as his kind, grow/mischievous,/And kill him in the shell" (Shakespeare, 2.1, 33-36). Brutus finally awakening and coming to light on his decision to kill Caesar shows the nobility he has not just for himself but all of Rome because him and the conspirators are trying to prevent Rome from becoming a monarchy. The use of the word "serpent's egg" shows Brutus saying sooner or later, Caesar will "hatch" and become crowned resulting to him becoming king and turning a republic Rome to a monarchy. Throughout this whole plot on killing Caesar between Brutus and the conspirators, they go through a debate upon killing Caesar and Antony or just killing Antony as Cassius says, "Mark Antony, so well beloved of Caesar" (Shakespeare, 2.1, 169). This shows the conspirators and Cassius not showing their nobility because they believe that Antony could pose a threat while the whole time, Antony isn't a threat. Antony isn't a threat as he is only a friend of Caesar and always by his side so

killing him would be pointless and wrong.

| <b><i>Idea Development</i></b>             |   |
|--|---|
| <b>5</b>                                   | <ul style="list-style-type: none"> <li>● Central idea/thesis is insightful and fully developed</li> <li>● Skillful selection and explanation of evidence and/or details</li> <li>● Skillful and/or subtle organization</li> <li>● Rich expression of ideas</li> <li>● Full awareness of the task and mode</li> </ul>  |
| <b>4</b>                                   | <ul style="list-style-type: none"> <li>● Central idea/thesis is clear and well-developed</li> <li>● Effective selection and explanation of evidence and/or details</li> <li>● Effective organization</li> <li>● Clear expression of ideas</li> <li>● Full awareness of the task and mode</li> </ul>                   |
| <b>3</b>                                   | <ul style="list-style-type: none"> <li>● Central idea/thesis is general and moderately developed</li> <li>● Appropriate selection and explanation of evidence and/or details</li> <li>● Moderate organization</li> <li>● Adequate expression of ideas</li> <li>● Sufficient awareness of the task and mode</li> </ul> |
| <b>2</b>                                   | <ul style="list-style-type: none"> <li>● Central idea/thesis may be present and is somewhat developed</li> <li>● Limited selection and explanation of evidence and/or details</li> <li>● Limited organization</li> <li>● Basic expression of ideas</li> <li>● Partial awareness of the task and mode</li> </ul>       |
| <b>1</b>                                   | <ul style="list-style-type: none"> <li>● Central idea/thesis is not developed</li> <li>● Insufficient evidence and/or details</li> <li>● Minimal organization</li> <li>● Poor expression of ideas</li> <li>● Minimal awareness of the task and mode</li> </ul>  |
| <b>0</b>                                   | The response shows evidence the student has read the text, but does not address the question or incorrectly responds to the question.   |
| <b><i>Standard English Conventions</i></b> |   |
| <b>3</b>                                   | <ul style="list-style-type: none"> <li>● Consistent control of a variety of sentence structures relative to length of</li> </ul>  |

|          |  |
|----------|--|
|          | <p>essay</p> <ul style="list-style-type: none"> <li>• Consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay</li> </ul>   |
| <b>2</b> | <ul style="list-style-type: none"> <li>• Mostly consistent control of sentence structures relative to length of essay</li> <li>• Mostly consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay</li> </ul> |
| <b>1</b> | <ul style="list-style-type: none"> <li>• Little control and/or no variety in sentence structure and/or</li> <li>• Little control of grammar, usage, and mechanics relative to complexity and/or insufficient length</li> </ul>                       |
| <b>0</b> | Sentences are formed incorrectly with no control of grammar, usage, and mechanics and/or insufficient length.  |



*Julius Caesar: Close Reading Mastery (CRM)*

4.8

**Prompt:** To what extent is their cause a noble one? Use pages 55-65 for at least one of the pieces of evidence to support your answer. You can use evidence from other previous pages (7-53) as well.

**\*\*Hint: is their cause:**

- ☐ completely noble
- ☐ somewhat noble
- ☐ not noble at all
- ☐ noble because of ... , but not noble because of ...

Use this checklist to make sure your CRM meets all requirements:

- ☐ thesis statement that answers the question
- ☐ brief context introducing the text
- ☐ 2-3 pieces of quoted evidence from the play
- ☐ 1-3 sentences of analysis and explanation per quote
- ☐ a concluding statement

**WRITE RESPONSE IN BOX BELOW:**

The cause of the conspirators, Cassius, and Brutus is somewhat a noble cause as they are all trying to do a good deed for Rome, but some are trying to do the opposite which is killing the innocent, Antony. As Brutus is hesitant about joining the plot of the conspirators and while reading the letter to join the plot, he finally decides that his decision towards joining would be best sufficient for Rome and mentions, "And therefore think him as a serpent's egg,/ Which, hatched, would, as his kind, grow/mischievous,/And kill him in the shell" (Shakespeare, 2.1, 33-36). Brutus finally awakening and coming to light on his decision to kill Caesar shows the nobility he has not just for himself but all of Rome because him and the conspirators are trying to prevent Rome from becoming a monarchy. The use of the word "serpent's egg" shows Brutus saying sooner or later, Caesar will "hatch" and become crowned resulting to him becoming king and turning a republic Rome to a monarchy. Throughout this whole plot on killing Caesar between Brutus and the conspirators, they go through a debate upon killing Caesar and Antony or just killing Antony as Cassius says, "Mark Antony, so well beloved of Caesar" (Shakespeare, 2.1, 169). This shows the conspirators and Cassius not showing their nobility because they believe that Antony could pose a threat while the whole time, Antony isn't a threat. Antony isn't a threat as he is only a friend of Caesar and always by his side so

killing him would be pointless and wrong.

| <b><i>Idea Development</i></b>             |   |
|--|---|
| <b>5</b>                                   | <ul style="list-style-type: none"> <li>● Central idea/thesis is insightful and fully developed</li> <li>● Skillful selection and explanation of evidence and/or details</li> <li>● Skillful and/or subtle organization</li> <li>● Rich expression of ideas</li> <li>● Full awareness of the task and mode</li> </ul>  |
| <b>4</b>                                   | <ul style="list-style-type: none"> <li>● Central idea/thesis is clear and well-developed</li> <li>● Effective selection and explanation of evidence and/or details</li> <li>● Effective organization</li> <li>● Clear expression of ideas</li> <li>● Full awareness of the task and mode</li> </ul>                   |
| <b>3</b>                                   | <ul style="list-style-type: none"> <li>● Central idea/thesis is general and moderately developed</li> <li>● Appropriate selection and explanation of evidence and/or details</li> <li>● Moderate organization</li> <li>● Adequate expression of ideas</li> <li>● Sufficient awareness of the task and mode</li> </ul> |
| <b>2</b>                                   | <ul style="list-style-type: none"> <li>● Central idea/thesis may be present and is somewhat developed</li> <li>● Limited selection and explanation of evidence and/or details</li> <li>● Limited organization</li> <li>● Basic expression of ideas</li> <li>● Partial awareness of the task and mode</li> </ul>       |
| <b>1</b>                                   | <ul style="list-style-type: none"> <li>● Central idea/thesis is not developed</li> <li>● Insufficient evidence and/or details</li> <li>● Minimal organization</li> <li>● Poor expression of ideas</li> <li>● Minimal awareness of the task and mode</li> </ul>  |
| <b>0</b>                                   | The response shows evidence the student has read the text, but does not address the question or incorrectly responds to the question.   |
| <b><i>Standard English Conventions</i></b> |   |
| <b>3</b>                                   | <ul style="list-style-type: none"> <li>● Consistent control of a variety of sentence structures relative to length of</li> </ul>  |

|          |  |
|----------|--|
|          | <p>essay</p> <ul style="list-style-type: none"> <li>• Consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay</li> </ul>   |
| <b>2</b> | <ul style="list-style-type: none"> <li>• Mostly consistent control of sentence structures relative to length of essay</li> <li>• Mostly consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay</li> </ul> |
| <b>1</b> | <ul style="list-style-type: none"> <li>• Little control and/or no variety in sentence structure and/or</li> <li>• Little control of grammar, usage, and mechanics relative to complexity and/or insufficient length</li> </ul>                       |
| <b>0</b> | Sentences are formed incorrectly with no control of grammar, usage, and mechanics and/or insufficient length.  |