

# Sample Introduction

## Mind vs. Greed and Corruption

Want, receive, want, receive, want, receive. Where does it end? Human propensities often lead people to behave in certain manners and act on their natural instincts. Unfortunately, most people are not made up of all “good” and the little evils left inside each and every person shine through in specific behaviors. For example, it is not unnatural for people to be jealous or greedy and to desire more and more. To be greedy is to have a strong or great desire for something including power or money. Although, these evils can be results of one’s own actions and thoughts, other people or surroundings can influence these behaviors as well. This practice is referred to as corruption and is the act of taking over one’s mind in a negative way. In today’s world, the practice of corruption is continuing to become more apparent and a greater social issue. Corruption is most relevant and more influential towards people in positions of power who desire to stay there (Zhang 204). For instance, movies and plays often feature the negative aspects of the human personality and portray the good versus evil struggle of life. *Macbeth*, a Shakespearian play portrays these evils in various ways through the main character Macbeth. Many factors of Macbeth’s life impact and influence his behaviors including his own mind, his wife, Lady Macbeth, and the three Weird Sisters. Greed and corruption are common opponents battled in plays and life, however, their sources are much more influential and common than one would think.

To begin with, Macbeth contributes to his own problems of greed and corruption by continuing to desire more power and glory. In the play, Macbeth’s lofty ambition for increased power and influence are at the root of his downfall. His own behaviors and thoughts aid the development of his own corruption. Corruption can be described as being an effect of one’s own

- can't  
check - do  
you do  
not have

deserves the title (Farrugia 2). This greed and its sources also cause Macbeth to do anything to secure his power.

## Sample Body Paragraph

Next, the greed that Macbeth has leads directly to his corruption. It has been said that corruption is the effect of the choices and behavior of an individual (Tavits 1). In Macbeth's case, all of his greedy actions cause this corruption. Once in power, Macbeth does everything he can to make sure that he stays King of Scotland. He becomes paranoid due to his excessive greed and soon after cannot trust anybody. Macbeth then places spies in the houses of other noblemen and people of Scotland to make sure that nobody is plotting against him. He even goes far enough to hire murderers to kill Banquo and attempt to kill his very young son, Fleance. He does this because one of the witch's prophecies was that Banquo will have sons that will be kings, showing his corruption that he will have a child killed in order for security of his throne. A quote showing that Macbeth's corruption forbids him from trusting Banquo is, "To be thus is nothing, / But to be safely thus. Our fears in Banquo / Stick deep, and in his royalty of nature / Reigns that which would be feared," (III.i.52-55). As well as the distrust factor, Macbeth's corruption also allows him to kill without guilt and mercy. He has many more people killed, including Macduff's whole family and does not feel an ounce of guilt for it, while his wife, who edged him on at the beginning, does feel miserable. However, Macbeth's tyrannical actions are not tolerated by everyone and Macduff and Malcolm soon rebel. ✓ great wrap

Consequently, the greed and corruption of Macbeth ultimately lead to his destruction.

It is a fact that greedy tendencies can and often will hurt the person that has this behavior or other people (Farrugia 4). The killing of Macduff's family leads Macduff to search for Malcolm for help in order to bring down the defiled Macbeth. While this is happening, Macbeth is being

good  
placement -  
I can't  
check  
the  
placement

Name \_\_\_\_\_

Date \_\_\_\_\_

**Formatting Questions:****Spacing**

- |  |     |    |
|--|-----|----|
| 1. Is there a heading (Name, Teacher name, Class Name Date)?       | YES | NO |
| 2. Is there a header (Last name only, page number) in upper right? | YES | NO |
| 3. Is the header approximately ½" from the top?                    | YES | NO |
| 4. Are the left, right, top, bottom margins 1" all the way around? | YES | NO |
| 5. Is the entire paper, including the Works Cited, double-spaced?  | YES | NO |
| 6. Is the title centered?  | YES | NO |
| 7. Does the title have title caps only (no underlining, bolding)?  | YES | NO |

**The Works Cited**

- |   |     |    |
|---|-----|----|
| 8. Is "Works Cited" centered at the top of the last page?                   | YES | NO |
| 9. Are authors alphabetized on the Works Cited?                             | YES | NO |
| 10. Are book titles underlined or italicized on the Works Cited?            | YES | NO |
| 11. Are authors' last names spaced with hanging indent?                     | YES | NO |
| 12. Are there periods at the end of the entries on the Works Cited?         | YES | NO |
| 13. Do all the entries have copyright or publication dates?                 | YES | NO |
| 14. Are there at least 3 sources on the Works Cited?                        | YES | NO |
| 15. Do all the sources have in-text citations in the paper?                 | YES | NO |
| 16. Are all the authors in the in-text citations listed on the Works Cited? | YES | NO |

**Inside the Paper**

- |  |     |    |
|--|-----|----|
| 17. Do all body paragraphs have in-text citations?                     | YES | NO |
| 18. Do all quotes have lead-ins mentioning the author?                 | YES | NO |
| 19. Are there follow-ups (explanations) of the quotes?                 | YES | NO |
| 20. Are there enough / too many quotes in the paper?                   | YES | NO |
| 21. Are all major quotes, facts, dates, statistics cited in the paper? | YES | NO |
| 22. Do all citations have author's last name and page numbers?         | YES | NO |

**Content Questions:**

- |   |     |    |
|---|-----|----|
| 23. Is the paper's purpose clear in the introduction?                   | YES | NO |
| 24. Is there a grabber?   | YES | NO |
| 25. Is there a bridge (background sections) in the intro?               | YES | NO |
| 26. Is the thesis clear in terms of purpose?                            | YES | NO |
| 27. Is the thesis grammatically correct?                                | YES | NO |
| 28. Does the thesis present at least two major ideas?                   | YES | NO |
| 29. Are topic sentences idea-based?                                     | YES | NO |
| 30. Are there facts, statistics, examples to support each idea?         | YES | NO |
| 31. Are quotes integrated effectively in the paper?                     | YES | NO |
| 32. Is the writer writing for an appropriate audience?                  | YES | NO |
| 33. Has the writer chosen the best research and experts for this topic? | YES | NO |
| 34. Are body paragraphs fully developed in presenting all the facts?    | YES | NO |
| 35. Does the writer stick to his/her purpose throughout the paper?      | YES | NO |
| 36. Is the research persuasive and credible?                            | YES | NO |
| 37. Is the research interesting?  | YES | NO |
| 38. Are all secondary sources paraphrased and correctly cited?          | YES | NO |
| 39. Complete the rubric on the back of this paper.                      |     |    |

Give at least one recommendation to improve this draft.

# NEW JERSEY REGISTERED HOLISTIC SCORING RUBRIC (for GEPA and HSPA only)

In scoring, consider the grid of written language					
Score	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command
1	<ul style="list-style-type: none"> <li>May lack opening and/or closing</li> </ul>	<ul style="list-style-type: none"> <li>May lack opening and/or closing</li> </ul>	<ul style="list-style-type: none"> <li>May lack opening and/or closing</li> </ul>	<ul style="list-style-type: none"> <li>Generally has opening and/or closing</li> </ul>	<ul style="list-style-type: none"> <li>Opening and closing</li> </ul>
2	<ul style="list-style-type: none"> <li>Minimal response to topic, uncertain focus</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to focus</li> <li>May drift or shift focus</li> </ul>	<ul style="list-style-type: none"> <li>Usually has single focus</li> </ul>	<ul style="list-style-type: none"> <li>Single focus</li> </ul>	<ul style="list-style-type: none"> <li>Single focus</li> <li>Sense of unity and coherence</li> <li>Key ideas developed</li> </ul>
3	<ul style="list-style-type: none"> <li>No planning evident, disorganized</li> </ul>	<ul style="list-style-type: none"> <li>Attempts organization</li> <li>Few, if any, transitions between ideas</li> </ul>	<ul style="list-style-type: none"> <li>Some lapses or flaws in organization</li> <li>May lack some transitions between ideas</li> </ul>	<ul style="list-style-type: none"> <li>Ideas loosely connected</li> <li>Transitions evident</li> </ul>	<ul style="list-style-type: none"> <li>Logical progression of ideas</li> <li>Moderately fluent</li> <li>Attempt compositional risks</li> </ul>
4	<ul style="list-style-type: none"> <li>Details random, inappropriate, or barely apparent</li> </ul>	<ul style="list-style-type: none"> <li>Details lack elaboration, i.e., highlight paper</li> </ul>	<ul style="list-style-type: none"> <li>Repetitious details</li> <li>Several unelaborated details</li> </ul>	<ul style="list-style-type: none"> <li>Uneven development of details</li> </ul>	<ul style="list-style-type: none"> <li>Details appropriate and varied</li> </ul>
5	<ul style="list-style-type: none"> <li>No apparent control</li> <li>Severe/numerous errors</li> </ul>	<ul style="list-style-type: none"> <li>Numerous errors</li> </ul>	<ul style="list-style-type: none"> <li>Errors/patterns of errors may be evident</li> </ul>	<ul style="list-style-type: none"> <li>Some errors that do not interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>Few errors</li> </ul>
6	<ul style="list-style-type: none"> <li>Assortment of incomplete and/or incorrect sentences</li> </ul>	<ul style="list-style-type: none"> <li>Excessive monotony/same structure</li> <li>Numerous errors</li> </ul>	<ul style="list-style-type: none"> <li>Little variety in syntax</li> <li>Some errors</li> </ul>	<ul style="list-style-type: none"> <li>Some variety</li> <li>Generally correct</li> </ul>	<ul style="list-style-type: none"> <li>Variety in syntax appropriate and effective</li> <li>Few errors</li> </ul>
7	<ul style="list-style-type: none"> <li>Errors so severe they detract from meaning</li> </ul>	<ul style="list-style-type: none"> <li>Numerous serious errors</li> </ul>	<ul style="list-style-type: none"> <li>Patterns of errors evident</li> </ul>	<ul style="list-style-type: none"> <li>No consistent pattern of errors</li> <li>Some errors that do not interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>Very few, if any, errors</li> </ul>

NON-SCORABLE RESPONSES	NR = No Response	Student wrote too little to allow a reliable judgment of his/her writing.
	OT = Off Topic/ Off Task	Student did not write on the assigned topic/ task, or the student attempted to copy the prompt.
	NE = Not English	Student wrote in a language other than English.
	WF = Wrong Format	Student refused to write on the topic, or the writing task folder was blank.

Note: All unscorable responses, (NSRs), with the exception of NR, must be coded by the Scoring Director.