

RUBRIC FOR ROMEO AND JULIET ESSAY

NAME

PERIOD

SCORE

	A	B	C	D	F
Structure	<ul style="list-style-type: none"> • Introduction is relevant to the prompt and has a strong sense of unity. • Topic sentences support thesis and clearly present main idea of paragraph • Order of sentences is logical and follows a sophisticated BP format • Transitions are sophisticated • Conclusion is insightful 	<ul style="list-style-type: none"> • Introduction is relevant to the prompt. • TSs mostly support thesis and present the paragraph main idea • Order of sentences follows a clear BP format • Transitions are effective • Conclusion is thoughtful 	<ul style="list-style-type: none"> • Introduction is adequately developed, but lacks details • Some TSs don't support the thesis or present the paragraph's main idea • Order of sentences follows a basic BP format, but not done to enhance meaning • Transitions are ineffective • Conclusion reviews main points. 	<ul style="list-style-type: none"> • Intro is underdeveloped, but attempts to inform • Topic sentences rarely connect to the thesis and do not reflect the paragraph's main idea • Order of sentences sometimes do not follow BP format • Lacks transitions • Conclusion attempts to review main points 	<ul style="list-style-type: none"> • Introduction missing or irrelevant • Topic sentences do not connect to thesis, are missing, or irrelevant • Order of sentences often do not follow BP format • No transitions • Conclusion is missing or irrelevant
Mechanics & Format	<ul style="list-style-type: none"> • Free of errors in grammar and mechanics • Sophisticated diction/syntax • Follows MLA format 	<ul style="list-style-type: none"> • Mostly free of errors in grammar and mechanics • Clear diction/syntax • Minor errors in MLA format 	<ul style="list-style-type: none"> • Some errors with grammar and mechanics • Satisfactory diction/syntax • Some errors with MLA format 	<ul style="list-style-type: none"> • Errors in grammar and mechanics interfere with understanding • Uses weak diction/syntax • Major errors in MLA format 	<ul style="list-style-type: none"> • Errors in grammar/mechanics limit understanding • Uses unacceptable diction/syntax • Does not follow MLA format
CDs / Evidence	<ul style="list-style-type: none"> • CDs are meaningfully chosen, and effectively prove thesis/ TS • CDs integration is sophisticated • CDs are discussed within a clear context 	<ul style="list-style-type: none"> • CDs support thesis and TS • CDs are correctly integrated • Contains sufficient literary context for CDs 	<ul style="list-style-type: none"> • CDs relate to thesis and TS • CDs are integrated, but may create an awkward sentence • Contains some literary context for CDs 	<ul style="list-style-type: none"> • CDs used but do not clearly relate to thesis or TS • Some CDs may not be integrated • Contains little literary context for CDs 	<ul style="list-style-type: none"> • CDs are insufficient or contradict thesis or TS • CDs absent or not integrated • CDs are not discussed in relation to literature
CMs / Analysis	<ul style="list-style-type: none"> • Thesis is insightful • Insightful CM proves thesis and TS • CMs explain the significance of the CDs in detail 	<ul style="list-style-type: none"> • Thesis is clear • CM supports thesis and TS • CM explains significance of CD, but may lack depth of analysis 	<ul style="list-style-type: none"> • Thesis may lack clarity • CM attempts to develop thesis and TS • CMs attempts to explain significance of CDs, but uses summary and analysis 	<ul style="list-style-type: none"> • Thesis attempted • CM predominantly summarizes but does not support thesis and TS • CMs do not address significance of CDs 	<ul style="list-style-type: none"> • Thesis absent • CM consists entirely of summary and/or contradicts the thesis and TS • CMs do not relate to CDs