# *Julius Caesar* In-lass Essay Rubric

Name:

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| **Achievement Categories** | **Level 4** | **Level 3** | **Level 2** | **Level 1** |
| **Knowledge and Understanding & Thinking and Inquiry /10**    🡪 Coherence & Insight  🡪 Inclusion of Textual Evidence | **Strong, solid arguments thoroughly support the thesis. Thorough insight into topic, characters theme, and/or play.**  **Excellent use of relevant and appropriate supporting details. Quotations fully explained and closely support ideas and insight.** | Well-founded arguments that support the thesis. Considerable insight into topic, characters, theme, and/or play.  Good use of relevant and appropriate supporting details. Quotations explained and closely support ideas and insights. | Arguments somewhat support the thesis. Some insight into topic, characters, theme, and/or play.  Supporting details are somewhat irrelevant and vague. Quotations are somewhat explained. | Arguments do not always support thesis. Insight into topic, characters, theme, and/or play is lacking.  Supporting details vaguely support argument. Quotations are poorly explained. |
| **Application &**  **Communication /10**  🡪 Structure and Organization  🡪 Fluidity, tone, diction, and clarity  🡪 Language conventions | **Intro thoroughly grabs attention and anticipates thesis. Conclusion thoroughly summarizes and ends with insight. Body paragraphs include excellent topic and concluding sentences.**  **Quotations seamlessly integrated into grammar of analysis, transition words help natural flow of phrases and paragraphs. Academic language is appropriate to audience. Sophisticated vocabulary, keen use of phrasing, clear and purposeful.**  **Applies grammar, spelling, and punctuation with a high degree of accuracy and effectiveness.** | Intro grabs attention and anticipates thesis. Conclusion summarizes and ends with insight. Body paragraphs include topic and concluding sentences.  Quotations well integrated into grammar of analysis, transition words help natural flow of phrases and paragraphs. Academic language is appropriate to audience. Some sophisticated vocabulary, acceptable use of phrasing, clear and purposeful.  Applies grammar, spelling, and punctuation with considerable accuracy and effectiveness. | Intro somewhat grabs attention and anticipates thesis. Conclusion somewhat summarizes essay. Paragraphs include somewhat vague topic and concluding sentences.  Quotations somewhat integrated into grammar of analysis, transition words sometimes help natural flow of phrases and paragraphs. Academic language is somewhat appropriate to audience. Vocabulary and use of phrasing is basic.  Applies grammar, spelling, and punctuation with some accuracy and effectiveness | Intro and conclusion are poorly organized. Topic and concluding sentences are unclear.  Quotations dropped. Few transition words used. Little sentence variety.  Colloquialisms and contractions abound. Vocabulary and use of phrasing is limited.  Applies grammar, spelling, and punctuation with limited accuracy and effectiveness. |

**\***a student who does not meet the minimum requirements has failed this evaluation\*

**Total: /20 WRITING STRAND**

**Comments:**