

Year 8 Assessment Rubric: *Romeo and Juliet* Essay (Unit 4)

Student: _____ Teacher: Ms. Lee

Date: Monday, 28 May 2018 (double period + optional lunch)



Assessment Description

You will write a thesis-driven essay responding to one of the following questions (circle one):

1. ...
2. ...
3. ...

Make sure you:

- | | |
|---|---|
| <input type="checkbox"/> develop a thesis statement | <input type="checkbox"/> write a conclusion paragraph |
| <input type="checkbox"/> write an introduction paragraph | <input type="checkbox"/> do not use the same quote or example twice |
| <input type="checkbox"/> provide analysis in PEE-structured body paragraphs | <input type="checkbox"/> do not use first-person voice |
| <input type="checkbox"/> embed direct quotes from the play into your body paragraphs (aim for two in each body paragraph) | <input type="checkbox"/> use present tense |
| <input type="checkbox"/> explain how these quotes prove your point | <input type="checkbox"/> use standard English that is suitable for a formal school assignment |

This task assesses Criteria A, B, and D.

Criterion	Assessment Descriptors	Mark
A: Analyzing	The student: i. identifies and explains the content of the text iii. justifies ideas using examples and explanations	/ 8
B: Organizing	The student: i. employs organizational structures that serve the context and intention of the task ii. organizes ideas in a coherent and logical manner iii. uses referencing tools to create a presentation style suitable to the context and intention of the task	/ 8
D: Using Language	The student: i. uses appropriate and varied vocabulary and sentence structures ii. writes in an appropriate register and style iii. uses correct grammar, syntax, and punctuation iv. spells with accuracy	/ 8
Level Achieved		Total
		/24

MYP English Language and Literature: Task Specific Rubric – Year 8

Romeo and Juliet Essay (Unit 4)

Criterion A: Analyzing	0	1-2	3-4	5-6	7-8
Your analysis of the content of <i>Romeo and Juliet</i> is...	Work not attempted	limited	adequate	competent	perceptive
You justify ideas ...	Work not attempted	rarely with examples and quotes	with some examples and quotes	sufficiently with examples and quotes	in a detailed way with a range of examples and quotes
You discuss quotes ...	Work not attempted	rarely with explanations	with some explanations, though this may not be consistent	sufficiently with explanations	in a detailed way with thorough explanations
Your overall knowledge and understanding of <i>Romeo and Juliet</i> is...	Work not attempted	limited	adequate	substantial	thorough and perceptive
Criterion B: Organizing	0	1-2	3-4	5-6	7-8
Your introduction paragraph is...	Work not attempted	limited and may not always serve the intention of the essay	adequate and serves the intention of the essay	competent and serves the intention of the essay	sophisticated and serves the intention of the essay
You organize ideas in a PEE-structured paragraph ...	Work not attempted	with a minimal degree of coherence and logic	with some degree of coherence and logic	coherently and logically with ideas building on each other	effectively, in a coherent and logical manner with ideas building on each other in a sophisticated way
Your ability to embed direct quotes into your work is...	Work not attempted	limited	adequate	competent	excellent and effective
Your conclusion paragraph is...	Work not attempted	limited and may not always serve the intention of the essay	adequate and serves the intention of the essay	competent and serves the intention of the essay	sophisticated and serves the intention of the essay
Criterion D: Using Language	0	1-2	3-4	5-6	7-8
The range of appropriate vocabulary and sentence structures you use is...	Work not attempted	limited	adequate	varied and used competently	varied and used effectively
The register and style you write in are...	Work not attempted	inappropriate	sometimes appropriate	competent and appropriate	consistently appropriate
You use grammar, syntax, and punctuation with...	Work not attempted	limited accuracy	some degree of accuracy	a considerable degree of accuracy	a high degree of accuracy
You spell with...	Work not attempted	limited accuracy	some degree of accuracy	a considerable degree of accuracy	a high degree of accuracy
The impact of your language errors ...	Work not attempted	Is problematic and often hinders communication	is sometimes a problem that hinders communication	Is occasionally a problem, but does not hinder communication	is minor and communication is effective