**Definition Essay Rubric—Period F**

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| --- | --- | --- | --- | --- | --- |
| CATEGORIES | A | B | C | D | F |
| **Clarity**—is the definition clear and concise | Vocabulary and sentence structure makes sense. Transition words are used. |  |  |  |  |
| **Development** through organization | Paragraphs and topic sentences that relate to thesis. |  |  |  |  |
| **Details and examples** are explained and relevant | All details help support your thesis |  |  |  |  |
| **Grammar** and mechanics | No major grammar mistakes; other mistakes are minor |  |  |  |  |

BONUS:

Grade:

Comments:

**Definition Essay Rubric—Period C**

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| **Category** | **100-90 pts. A** | **89-80 pts.**  **B** | **79-70 pts.**  **C** | **69-60 pts.**  **D** |
| **Supporting details related to your topic** | Many details are used and all are relevant. | Some details are used and/or some are relevant | Few details are used and/or many are not relevant | Details do not support your ideas. |
| **Grammar-mechanics and spelling** | Grammar mistakes are minimal/do not interfere with understanding. | Some grammar mistakes are present but do not interfere with meaning. | Many grammar mistakes are present and/or interfere with understanding | Mistakes make it difficult to understand the writer’s work |
| **Vocabulary use: appropriate words with no repetition** | Many sophisticated, academic words are well used | Some sophisticated, academic words are used. There are some small mistakes in usage. | Many words are repeated/academic words are not used. | The words used are not appropriate for an academic essay. Words are repeated many times. |
| **Organization—paragraphs flow and are coherent** | The introduction, body , and concluding paragraphs are well structured and make sense. | The paper has some problems with organization—e.g., details aren’t in the right paragraph | The paper has major organizational problems and is difficult to understand | The paper is not organized into paragraphs or is missing parts. |