

**Multi-Paragraph/Composition Rubric**

Categories	5 (Exceptional)	4 (Skilled)	3 (Proficient)	2 (Developing)	1 (Beginning)
<b>Thesis Statement and Topic Sentences</b>	<p>After an engaging Hook and <u>fluid</u> transition sentences, Thesis Statement expresses an <u>original</u> idea and <u>accurately</u> addresses prompt using a sentence type, an appositive, or a subordinating conjunction.</p> <p>Topic Sentences <u>clearly</u> express main ideas that support the thesis statement.</p> <p>Word choice is <u>precise, sophisticated</u> and <u>powerful</u>.</p>	<p>After a Hook and fluid transition sentences, Thesis Statement expresses an original idea and accurately addresses prompt using a sentence type, an appositive, or a subordinating conjunction.</p> <p>Topic Sentences clearly express main ideas that support the thesis statement.</p> <p>Word choice is precise and appropriate.</p>	<p>After a Hook and transition sentences, Thesis Statement introduces the main idea of the essay and addresses prompt.</p> <p>Topic Sentences express main ideas that support the thesis statement.</p> <p>Word choice is functional.</p>	<p>Without a Hook and with little transition, Thesis Statement lacks clarity or does not address prompt fully or accurately.</p> <p>Topic Sentences lack clarity or do not support the Thesis Statement.</p> <p>Word choice is simple.</p>	<p>Essay begins with a Thesis Statement that lacks clarity or does not address prompt.</p> <p>Topic Sentences lack clarity or do not support the Thesis Statement.</p> <p>Word choice is simple, repetitive, and/or inaccurate</p>
<b>Detail Sentences</b>	<p>Textually-accurate details <u>clearly</u> support T.S., are <u>insightful</u>, and <u>fully-developed</u>.</p> <p>Details are written in a <u>wide variety</u> of sentence structures (i.e. compound and complex, varied starters, etc.), sequenced in <u>logical order</u>, and <u>skillfully incorporate</u> transitions.</p> <p>Word choice is <u>precise, sophisticated</u> and <u>powerful</u>.</p> <p>Proper citation included where necessary.</p>	<p>Textually-accurate details support T.S. and are <u>developed</u>.</p> <p>Details are written in a <u>variety</u> of sentence structures (i.e. compound and complex, varied starters, etc.), sequenced in <u>logical order</u>, and/or <u>incorporate</u> transitions.</p> <p>Word choice is <u>precise</u> and <u>appropriate</u>.</p> <p>Proper citation included where necessary.</p>	<p>Textually-accurate details support T.S., but <u>lack development</u>.</p> <p>Details are written with <u>some variety</u> of sentence structures (i.e. compound and complex, varied starters, etc.). They are sequenced in logical order. They incorporate <u>few, if any, transitions</u>.</p> <p>Word choice is <u>functional</u>.</p> <p>Proper citation included where necessary.</p>	<p>Textually-<u>inaccurate</u> details <u>do not clearly</u> support T.S. <u>Some lack clarity, focus, accuracy and/or development</u>.</p> <p>Details <u>lack variety of sentence structures</u> (i.e. compound and complex, varied starters, etc.), are <u>not sequenced in logical order</u> and/or <u>do not incorporate</u> transitions.</p> <p>Word choice is <u>simple</u>.</p> <p><u>Inconsistent</u> citation where necessary.</p>	<p>Textually-<u>inaccurate</u> details <u>do not</u> support T.S. They <u>lack clarity, focus, accuracy and/or development</u>.</p> <p>Details are <u>not sequenced in logical order</u> and <u>do not incorporate</u> transitions.</p> <p>Word choice is <u>simple, repetitive</u>, and/or <u>inaccurate</u>.</p> <p><u>Inconsistent</u> or <u>missing</u> citation where necessary.</p>
<b>Conclusions (Body Paragraphs and Conclusion Paragraph)</b>	<p>Body Paragraph Concluding sentences summarize or conclude the paragraph using a sentence type, an appositive, a subordinating conjunction or concluding transition.</p> <p>Body Paragraph Concluding sentences offer analysis or opinion, rather than re-stating topic sentence.</p> <p>Conclusion paragraph restates Thesis Statement and Topic Sentences before offering a So-What conclusion that addresses a larger context or new idea.</p> <p>Word choice is precise, sophisticated and powerful.</p>	<p>Body paragraph concluding sentences summarize or conclude the paragraph using a sentence type, an appositive, a subordinating conjunction or concluding transition.</p> <p>Body paragraph concluding sentences offer analysis or opinion, rather than re-stating topic sentence.</p> <p>Conclusion paragraph restates Thesis Statement and Topic Sentences before offering a So-What conclusion that addresses a larger context or new idea.</p> <p>Word choice is precise and appropriate.</p>	<p>Body paragraph concluding sentences summarize or conclude the paragraph.</p> <p>Body paragraph concluding sentences offer analysis or opinion, rather than re-stating topic sentence.</p> <p>Conclusion paragraph restates Thesis Statement and Topic Sentences before offering a So-What conclusion that attempts to address a larger context or new idea.</p> <p>Word choice is functional.</p>	<p>Body paragraph concluding sentences are too similar to the Topic Sentences or they do not effectively summarize or conclude the paragraph.</p> <p>Body paragraph concluding sentences re-state rather than offers a new idea via analysis or opinion.</p> <p>Conclusion paragraph restates Thesis Statement and Topic Sentences before offering a summary conclusion that does not address a larger context idea.</p> <p>Word choice is simple.</p>	<p>Body paragraph concluding sentences do not summarize or conclude the paragraph.</p> <p>Conclusion paragraph does not restate Thesis Statement and Topic Sentences, nor address a larger context idea.</p> <p>Word choice is simple, repetitive, and/or inaccurate.</p>
<b>Conventions (Format, grammar, usage, capitalization, punctuation, and spelling)</b>	<p>Paragraph demonstrates control of conventions. Very few or no errors.</p>	<p>Paragraph demonstrates control of conventions. Few errors.</p>	<p>Paragraph demonstrates control of conventions. Occasional errors do not hinder comprehension.</p>	<p>Paragraph demonstrates some control of conventions. Errors may hinder comprehension.</p>	<p>Paragraph demonstrates a lack of control of conventions. Frequent errors make comprehension difficult.</p>
<b>Process</b>	<p>Meets all task deadlines.</p> <p>Advocates for assistive technology as-needed.</p> <p>Fully completes organizer or outline prior to drafting.</p>	<p>Meets all task deadlines.</p> <p>Advocates for assistive technology and teacher or writing center help as-needed.</p> <p>Fully completes organizer or outline prior to drafting.</p>	<p>Meets most task deadlines.</p> <p>Advocates for assistive technology and teacher or writing center help as-needed.</p> <p>Mostly completes organizer or outline prior to drafting.</p>	<p>Meets some task deadlines.</p> <p>Teacher advocates for assistive technology and teacher or writing center help as-needed.</p> <p>Completes some of the organizer or outline prior to drafting.</p>	<p>Meets few task deadlines.</p> <p>Teacher advocates for assistive technology and teacher or writing center help as-needed.</p> <p>Completes little of the organizer or outline prior to drafting.</p>