

Single-Paragraph Rubric					
Categories	5 (Exceptional)	4 (Skilled)	3 (Proficient)	2 (Developing)	1 (Beginning)
Topic Sentence	<p>Topic Sentence (T.S.) expresses a <u>clear main idea</u>, <u>accurately</u> addresses prompt using a sentence type, an appositive, or a subordinating conjunction.</p> <p>Word choice is <u>precise</u>, <u>sophisticated</u> and <u>powerful</u>.</p>	<p>T.S. expresses a <u>clear main idea</u> and <u>accurately</u> addresses prompt using a sentence type, an appositive, or a subordinating conjunction.</p> <p>Word choice is <u>precise</u> and <u>appropriate</u>.</p>	<p>T.S. is a <u>general statement</u> that introduces the topic and addresses prompt.</p> <p>Word choice is <u>functional</u>.</p>	<p>T.S. <u>lacks clarity</u> or <u>does not address</u> prompt fully or accurately.</p> <p>Word choice is <u>simple</u>.</p>	<p>T.S. <u>lacks clarity</u> or <u>does not address</u> prompt.</p> <p>Word choice is <u>simple</u>, <u>repetitive</u>, and/or <u>inaccurate</u>.</p>
Detail Sentences	<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</u>, <u>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 of</u> 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 support</u> 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 support</u> 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</u>, <u>repetitive</u>, and/or <u>inaccurate</u>.</p> <p><u>Inconsistent</u> or <u>missing</u> citation where necessary.</p>
Concluding Sentence	<p>Concluding sentence (C.S.) summarizes or concludes the paragraph using a <u>sentence type</u>, an <u>appositive</u>, a <u>subordinating conjunction</u> or <u>concluding transition</u>.</p> <p>C.S. <u>offers analysis or opinion</u>, rather than re-stating topic sentence.</p> <p>Word choice is <u>precise</u>, <u>sophisticated</u> and <u>powerful</u>.</p>	<p>C.S. summarizes or concludes the paragraph using a <u>sentence type</u>, an <u>appositive</u>, a <u>subordinating conjunction</u> or concluding transition.</p> <p>C.S. <u>offers analysis or opinion</u>, rather than re-stating topic sentence.</p> <p>Word choice is <u>precise</u> and <u>appropriate</u>.</p>	<p>C.S. summarizes or concludes the paragraph.</p> <p>C.S. <u>offers analysis or opinion</u>, rather than re-stating topic sentence.</p> <p>Word choice is <u>functional</u>.</p>	<p>C.S. is <u>too similar to the T.S.</u> or it <u>does not effectively</u> summarize or conclude the paragraph.</p> <p>C.S. <u>re-states</u> rather than offers a new idea via analysis or opinion.</p> <p>Word choice is <u>simple</u>.</p>	<p>C.S. <u>does not summarize or conclude</u> the paragraph.</p> <p>C.S. <u>re-states</u> rather than offers a new idea via analysis or opinion.</p> <p>Word choice is <u>simple</u>, <u>repetitive</u>, and/or <u>inaccurate</u>.</p>
Conventions (Format, grammar, usage, capitalization, punctuation, and spelling)	<p>Paragraph demonstrates control of conventions. <u>Very few or no errors</u>.</p>	<p>Paragraph demonstrates control of conventions. <u>Few errors</u>.</p>	<p>Paragraph demonstrates control of conventions. <u>Occasional errors do not hinder comprehension</u>.</p>	<p>Paragraph demonstrates <u>some control</u> of conventions. <u>Errors may hinder comprehension</u>.</p>	<p>Paragraph demonstrates a <u>lack of control of conventions</u>. <u>Frequent errors</u> make comprehension difficult.</p>
Process	<p>Meets <u>all</u> task deadlines.</p> <p>Advocates for <u>assistive technology</u> as-needed.</p> <p><u>Fully completes</u> organizer or outline prior to drafting.</p>	<p>Meets <u>all</u> task deadlines.</p> <p><u>Advocates for assistive technology</u> and teacher or <u>writing center</u> help as-needed.</p> <p><u>Fully completes</u> organizer or outline prior to drafting.</p>	<p>Meets <u>most</u> task deadlines.</p> <p>Advocates for <u>assistive technology and teacher or writing center</u> help as-needed.</p> <p><u>Mostly completes</u> organizer or outline prior to drafting.</p>	<p>Meets <u>some</u> task deadlines.</p> <p><u>Teacher advocates</u> for assistive technology and teacher or writing center help as-needed.</p> <p><u>Completes some</u> of the organizer or outline prior to drafting.</p>	<p>Meets <u>few</u> task deadlines.</p> <p><u>Teacher advocates</u> for assistive technology and teacher or writing center help as-needed.</p> <p>Completes <u>little</u> of the organizer or outline prior to drafting.</p>