



Assessment Rubric



How to Write a Paragraph



Student's Name: _____ Assignment: _____ Level: _____

	Level 1	Level 2	Level 3	Level 4
Ideas	<ul style="list-style-type: none"> Main idea is unclear. Little or no topic development. Little or no detail. 	<ul style="list-style-type: none"> Main idea may be unclear at times. The topic is beginning to be developed. Level of detail is inconsistent. 	<ul style="list-style-type: none"> Main idea of the story is clear through majority of the paper. Topic has a clear beginning, middle, and end. Level of detail is sustained through majority of paper. 	<ul style="list-style-type: none"> Main idea of the story is clear throughout the paper. The topic is fully elaborated with rich details. Level of detail is sustained throughout paper.
Organization	<ul style="list-style-type: none"> Minimal response to topic; uncertain focus. Inappropriate or illogical progression of ideas. No planning evident; disorganized. Few, if any, transitions between ideas. 	<ul style="list-style-type: none"> Attempts to focus. Some lapses or flaws in organization. May lack transitions between ideas. 	<ul style="list-style-type: none"> Sustained focus. Logical progression of idea. Moderately fluent. Transition evident. 	<ul style="list-style-type: none"> Sustained focus. Appropriate and logical progression of ideas. Related ideas are grouped in a logical manner within paragraphs. Varied transitional elements.
Style	<ul style="list-style-type: none"> Assortment of incomplete and/or incorrect sentences. Fails to include the writer's imagination and personal experiences that are related to the story. Narrative elements are missing from the story. Does not attempt to incorporate narrative strategies. Writing voice is not noticeable. Details random, inappropriate, or barely apparent. 	<ul style="list-style-type: none"> Little variety in sentence beginnings, structures, and lengths. Occasionally includes the writer's imagination and personal experiences that are related to the story. Narrative elements are not consistent throughout the story. Few successful attempts to incorporate narrative strategies. Writing voice is bland and does not engage the reader. Uneven development of details; Details lack elaboration. 	<ul style="list-style-type: none"> Attempts to vary sentence beginnings, structures, and lengths. Sometimes includes writer's imagination and personal experiences that are related to the story. Contains narrative elements, but some may not be consistent throughout the story. Some successful attempts to incorporate narrative strategies. Writing voice is bland or at times, fails to engage the reader. Details are appropriate and varied. 	<ul style="list-style-type: none"> Effective variety of sentence beginnings, structures, and lengths. Includes the writer's imagination and personal experiences that are related to the story. Contains narrative elements such as characters, plot, point of view, setting, conflict, and significant events. Successfully incorporates narrative strategies such as flashback, foreshadowing, dialog, tension, and/or suspense. Uses a lively writing voice to engage the reader. Uses vivid, sensory details and concrete language.
Conventions	<ul style="list-style-type: none"> Errors prevent the reader from understanding the writer's message. 	<ul style="list-style-type: none"> Errors interrupt the flow of communication and may interfere with meaning. Errors do not reflect grade-level expectations in punctuation, grammar, and spelling. 	<ul style="list-style-type: none"> Some errors are present, but they do not interfere with meaning. Writer uses grade-level appropriate punctuation, grammar, and spelling. 	<ul style="list-style-type: none"> Contains correct sentences, usage, grammar, and spelling that make the writer's ideas understandable.

STRENGTHS:

WEAKNESSES:

NEXT STEPS: