



# Assessment Rubric



## How to Write a Paragraph

Student's Name: \_\_\_\_\_ Assignment: \_\_\_\_\_ Level: \_\_\_\_\_

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

**STRENGTHS:**

**WEAKNESSES:**

**NEXT STEPS:**